

Fall 2006

Algebra 1/Mathematics for the Technologies 2
English 1
Physical Science
United States History and the Constitution

Test Administration Manual
For School Test Coordinators and Test
Administrators

STATE ASSESSMENT SYSTEM SDE-12-0001

South Carolina Department of Education
2006

**End-of-Course Examination Program (EOCEP)
Test Administration Schedule**

Fall 2006

Date	Activity
At least one week before testing:	School Test Coordinators (STCs) receive test materials.
Within 24 hours of receipt of materials:	STC notifies District Test Coordinator (DTC) of any missing materials.
At least one week before testing:	STC trains Test Administrators (TAs) and monitors and distributes the <i>Test Administration Manual</i> .
Immediately before test administration:	STCs distribute test materials.
Immediately after test administration:	TAs return all test materials to the STC.
As directed by DTC:	STC accounts for and returns materials to district office.
Within three business days after testing:	DTCs return scorable materials, including make-up tests, to Pearson Educational Measurement (PEM); up to five shipments per district allowed.
Within three business days after testing:	DTCs return all nonscorable test materials to PEM in one shipment.

LIST OF ACRONYMS

AIR – American Institutes for Research
BEDS – Basic Educational Data System
DTC – District Test Coordinator
IDEA – Individuals with Disabilities Education Act
IEP – Individualized Education Program
LEP – Limited English Proficient
PEM – Pearson Educational Measurement
SASI – School Administration Student Information
SDE – South Carolina Department of Education
SLED – State Law Enforcement Division
STC – School Test Coordinator
SUNS – Student Unique Numbering System
TA – Test Administrator
TAM – Test Administration Manual

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Sequence of Events

The following list chronicles events in the order they should occur throughout the administration process.

- _____ DTC selects the testing window and notifies STCs.
- _____ STCs publicize the testing window.
- _____ DTC and STCs ensure that schools have secure storage space, adequate testing rooms, and sufficient staff.
- _____ DTC receives materials for district and schools.
- _____ DTC signs test security agreement.
- _____ DTC verifies receipt of shipment and faxes Materials Receipt Acknowledgement Form to Pearson Educational Measurement (PEM) within 24 hours.
- _____ DTC verifies only district overage materials and notifies PEM if any materials are missing.
- _____ DTC instructs STCs to sign test security agreements.
- _____ DTC trains STCs.
- _____ DTC distributes school boxes to STCs.
- _____ STCs receive and verify materials.
- _____ STCs notify DTC of any missing materials from school shipments.
- _____ DTC notifies PEM of any missing school materials.
- _____ STCs store materials in secure location when not in use.
- _____ STCs instruct test administrators (TAs) to sign test security agreements.
- _____ STCs train TAs and monitors and distribute manuals.
- _____ STCs compile class packets.
- _____ STCs distribute class packets to TAs on testing day.
- _____ TAs initial security checklists and receive materials.
- _____ TAs administer tests to students on testing day.
- _____ DTC and STCs oversee test administration, maintain test security, complete Testing Irregularity Forms (if needed), and answer questions.
- _____ TAs collect and count materials after testing and before dismissing students.
- _____ TAs return materials and make-up rosters to STCs immediately after testing.
- _____ TAs initial security checklists for return of materials.
- _____ STCs collect and account for all materials.
- _____ TAs receive materials and initial the security checklists on testing day.
- _____ TAs administer make-up tests.
- _____ TAs collect and count all make-up materials after testing and before dismissing students.
- _____ TAs initial the security checklists immediately after testing.
- _____ STCs return scorable materials to DTC **immediately after test administration.**
- _____ DTC schedules return of scorable materials to PEM (up to five shipments allowed per district).
- _____ STCs return nonscorable materials to DTC.
- _____ DTC takes inventory of all school shipments and returns nonscorable materials to PEM.

INTRODUCTION

The Education Accountability Act of 1998 (EAA) requires the administration of end-of-course examinations in gateway or benchmark courses. All students enrolled in courses in which the curriculum standards corresponding to these subjects are taught, regardless of course name or number, must take the appropriate tests. Each of the following tests will count as 20 percent of each student's grade in the tested subjects: Algebra 1/Mathematics for the Technologies 2, English 1, and Physical Science. The United States History and the Constitution (USHC) test will begin to count as 20 percent of each student's grade in fall 2007.

Using This Manual

This manual includes information necessary for School Test Coordinators (STCs) and Test Administrators (TAs) to administer the End-of-Course Examination Program (EOCEP) tests. Procedures required before, during, and after the test administration are described here.

Test Schedule

Your DTC will notify you of the testing schedule. It is the responsibility of the STC to notify the TAs of school test schedules for administering the test.

The EOCEP tests are not timed. However, each test must be completed during a single day. (Exceptions for students with disabilities are described in Appendix C.) Students should be given as much uninterrupted time as necessary to ensure an accurate assessment.

- Some students may need additional time. Please make every effort to allow time for these students to complete the examination. If necessary, and if space and staff are available, students who need to continue working on the test after others are finished may be moved to another location to complete the examination.
- If a student has not completed the test by the time most others are finished and clearly is not attempting to finish, the school may use discretion to end the testing session.
- If some students in a testing room finish early, the TA may permit them to leave, if allowed by school procedures.

Make-Up Test Schedule

Students must make up tests they miss during the district make-up testing window.

The administration of one test per day is recommended. However, students may take two make-up tests in one day, if absolutely necessary. If two tests are administered on the same day, the student must complete both tests on that day.

Test Security Guidelines

Test security is critical. The importance of security is underscored by South Carolina legislation. Please take time to read and understand this information; you will be responsible for maintaining the security of test materials.

The following test materials are secure for the EOCEP:

- Test booklets
- Any paper with student writing on it (graph paper, paper rulers, Algebra 1/Mathematics for the Technologies 2 and Physical Science Reference Sheets)

Any breach of test security must be reported in accordance with the following Test Security Legislation and State Board Regulations.

Test Security Legislation

S.C. Code Ann. § 59-30-10 (i) (1990) requires the State Board of Education, through the State Department of Education, to provide for the security and integrity of the tests that are administered under the assessment program.

S.C. Code Ann. § 59-1-445 (Supp. 2002) addresses violations of mandatory test security regulations and procedures, penalties, and investigations. The following is an excerpt from this section:

- (1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:
 - (a) Give examinees access to test questions prior to testing;
 - (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
 - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
 - (d) Make answer keys available to examinees;
 - (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;
 - (f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

- (2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the State Department of Education.

The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the State Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

State Board Regulations

S.C. Code Ann. § 59-1-447 (1990) requires the State Board of Education to establish detailed mandatory test security procedures by regulation.

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 24 S.C. Code Ann. Regs. 43-100 (Supp. 2003), are reprinted below:

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
 - A. The statewide tests, as defined in the State Board of Education Regulation 43-262, including field tests and pilot tests;
 - B. Examinations for admission to teacher education programs and teacher certification examinations;
 - C. Examinations for admission to programs such as the gifted and talented program;
 - D. The High School Equivalency Program test (GED).
- II. As used in this regulation, “local school board” means the governing board of a public school district as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.
- III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of the materials during testing and the storage of all secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location(s) in the district under lock and key. This also applies to district-owned materials that are the same as those used in any State-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, tests must be secured under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the State Department of Education (SDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.
- V. State-owned test materials and district-owned materials that are the same as those utilized in any State-mandated testing program must not be used for census testing in the grades included in the State-mandated program(s) except on testing dates specified by the State Department of Education.

- VI. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SDE.
- VII.
 - A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction;
 - B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.
- VIII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the High School Equivalency Program test (GED) forfeits all opportunities to retake the test(s).
- IX. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. § 59-1-445 (1990). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- X. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
 - A. Failing to administer tests on the test dates specified by the SDE.
 - B. Failing to maintain an appropriate testing environment, free from undue distractions.
 - C. Failing to proctor the test to ensure that examinees are engaged in appropriate test taking activities.
 - D. Providing examinees with access to test questions or specific test content prior to testing.
 - E. Providing examinees with access to answer keys prior to or during testing.
 - F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question, or specific test content.
 - G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secure test.
 - H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
 - I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during, or after testing.

- J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
- K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. Not providing accommodation (to include customized test forms and modifications) as appropriate for students with Individual Education Programs or 504 Accommodation Plans. This includes providing more accommodation (customization, modifications) than appropriate.
- P. Excluding examinees or exempting from assessment students who should be assessed.
- Q. Failing to return test materials for all examinees.
- R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
- S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
- T. Altering test scores in electronic records or files.
- U. Failing to report a security breach.
- XI. The South Carolina Department of Education has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.
- XII. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division (SLED).
- XIII. If a security breach occurs in a district rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district by the State Department of Education at the discretion of the State Board of Education.
- XIV. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credentials of an educator may be suspended or revoked based on evidence of violation of test security provisions.

Guidelines for Reporting Test Security Violations

The South Carolina Law Enforcement Division (SLED) will be notified of all suspected test security violations as defined in S.C. Code Ann. § 59-1-445 (2004) or 24 S.C. Code Ann. Regs. 100 (Supp. 2003). SLED will investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations or at the request of a school district or the State Department of Education (SDE).

Allegations of test security violations may be referred to SLED by the SDE or a school district.

The following procedures should be followed to maximize consistency in reporting test security violations:

1. If a test security violation is observed within a school, the individual(s) observing the incident must notify the School Test Coordinator (STC) as soon as possible. The STC must notify the District Test Coordinator (DTC) immediately regarding the violation. (Test security violations may be reported directly to the DTC.)
2. The DTC is responsible for conducting a comprehensive investigation and compiling written statements from all parties with knowledge of the incident. The STC is to assist the DTC in the investigation as appropriate. The DTC must write a summary of the incident, describing the incident and discussing the findings and action(s) taken, as pertinent.
3. The DTC will forward his or her report accompanied by the required documentation to the SDE.

Written documentation of allegations is to include the following items, as appropriate and available:

- a. name of testing program (e.g., EOCEP)
- b. name of the person reporting the alleged violation
- c. date(s) of the alleged test security violation
- d. district name
- e. county name
- f. school name
- g. first, middle, and last names of person who allegedly committed the violation
- h. teacher certification number, if applicable
- i. test subject area(s)
- j. grade level of the test(s)
- k. security number from the student's test booklets and documents
- l. student(s) affected by the violation, giving the first, middle, and last names, if applicable (if the allegation involves a class of students, all would be listed)
- m. student ID number (if it is a class of students, all would be listed)
- n. gender of each student
- o. ethnicity of each student

4. If the DTC determines that an investigation by SLED may be warranted, the DTC will refer the case to the SDE.
5. To protect the confidentiality of the parties involved, all documents must be mailed to the Director of Assessment, 607 Rutledge Building, 1429 Senate Street, Columbia, SC 29201. Documents may also be faxed as long as a staff member in the Office of Assessment is notified immediately prior to sending.

A school or district may establish internal reporting procedures to supplement these guidelines.

The SDE will review and maintain a record of all potential test security violations in the state, including those reported by test contractors. After review, the SDE will forward all reports to SLED for investigation, information, or confirmation (when the case has been reported to SLED by the school district). As appropriate, the district will be notified by the SDE when the report is forwarded to SLED. Reports may serve as a basis for initiating invalidation of test scores or for other action by the State Board of Education. The SDE will notify the district when the SDE receives a final report from SLED.

Test Security Violations and Students with Disabilities

DTCs and STCs should work closely with special educators at the school level to ensure that all accommodation and modifications are provided for students with disabilities in accordance with each student's Individualized Education Program (IEP) or 504 Accommodation Plan.

The State Board of Education regulation 24 S.C. Code Ann 59 (Supp 2003) states that not providing accommodation (to include customized test forms and modifications) as specified for students with IEP or 504 Accommodation Plans **or** providing more accommodations (customization, modifications) than specified are considered breaches of professional ethics that may jeopardize the validity of the inferences made on the basis of test data. As such, these actions are viewed as security violations that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.

In the event of a test security violation involving testing accommodations or modifications for students with disabilities, the district must report the violation in accordance with the procedures outlined above.

The school/district must also convene the IEP/504 Accommodation Plan team to review the test security violation. During the meeting of the IEP/504 Accommodation Plan team, the team may consider only the testing accommodations or modifications as written in the IEP/504 Accommodation Plan and may not change the specified accommodations or modifications. The team must address the test security violation as follows. If a student

- received a **modification** that is not specified in the IEP/504 Accommodation Plan, the team must invalidate the test administration.
- received an accommodation that is not specified in the IEP/504 Accommodation Plan, the team must determine whether the unauthorized accommodation causes the test administration to be invalid.

- **did not receive** a testing accommodation or modification that is specified in the IEP/504 Accommodation Plan, the team must determine whether the test administration is valid without the specified accommodation and/or modification.

If the IEP/504 Accommodation Plan team determines that

- the test administration is valid, the test is to be returned for scoring.
- the test administration is not valid, the district must invalidate the test, report it to the Department, and return it to the contractor with nonscorable materials.

Administrative Guidelines for Secure Test Administration

- The STC should observe test administration activities and monitor adherence to test security. Examinees should be made aware that monitoring by the state might occur.
- All secure test materials must be kept in a secure, locked location when not in use.
- Before testing, access to secure materials is restricted to **supervised sessions** conducted by the STC. **Supervised sessions for coding answer document demographic information may be held the week before testing.**
- Review of test administration directions in oral administration scripts is restricted to supervised sessions up to 48 hours before each test.
- After testing, access to secure materials is restricted to make-up testing sessions and supervised sessions for completing or editing demographic codes on student answer documents and for packaging materials.
- Test Administrators (TAs) are encouraged to walk around the room during testing to check that students are marking their answers in the correct sections of the test booklets. It is permissible to alert students that their answers are being marked in the wrong sections of the test booklets. **However, it is not permissible to stop and read test items or students' responses in students' test booklets.**

Student Participation

All middle school, high school, alternative school, adult education, and home school students who are enrolled in courses in which the curriculum standards corresponding to the EOCEP tests are taught, regardless of course name or number, must take the appropriate tests.

If a student is absent on the scheduled testing date, a make-up test must be scheduled. Each TA must provide the STC with a list of students who need to participate in make-up testing. You may use the Make-Up Roster in Appendix E provided for this purpose.

The following are participation guidelines for special groups of students for the EOCEP test.

1. **Students with Disabilities**—Students with disabilities must participate in accordance with their Individualized Education Program (IEP) or 504 Accommodation Plan. (See Appendix C for guidelines on administering the test to students with disabilities.)

2. **Home-Based Instruction Students**—Home-based instruction students normally receive instruction at a place other than school because the IEP team has determined it to be the most appropriate and least restrictive environment for the student. The district must send a TA to the place of instruction for testing.
3. **Adult Education Students with Disabilities**—Students with disabilities in adult education centers who are 21 years of age or younger and do not have diplomas may be served under the provisions of IDEA or Section 504. The IEP or 504 Accommodation Plan must state any accommodations or modifications to be used. Students who are older than 21 cannot be served under the provisions of IDEA but may be served under Section 504. Students who are older than 21 must prove they are disabled (e.g., provide documentation they were served under an IEP or a 504 Accommodation Plan in high school) prior to taking the test.
4. **Suspended and Expelled Students (with or without disabilities)**—Students who are suspended must be tested. The district may consider delaying the suspension dates, bringing students into school during suspension for testing purposes only, or testing students in alternative locations. The district is not required to test expelled students who do not have IEPs. When a student with an IEP has been expelled, a new IEP must be written that outlines the services to be provided during the expulsion period and the manner in which the student will be tested.
5. **Homebound Students (with or without disabilities)**—Homebound students are those students who receive instruction at home or in a hospital because they cannot attend school because of illness, accident, or pregnancy, even with the aid of transportation [24 S.C. Code Ann. Regs. 43-241 (Supp. 2000)]. The district must administer the required test to a student who is homebound, except in individual cases where it is documented that the student is not physically and/or mentally able to take the test.
6. **Home School Students**—A student who is in a home school program approved by the local school board of trustees must participate in the testing. “The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student’s place of instruction, at the parent’s option. The parent is responsible for paying the TA if the test is administered at the student’s home” (§ 59-65- 40 (A) (6), Code of Laws of South Carolina, 1976).
7. **Limited English Proficient (LEP) Students**—An LEP student is defined as a student who has a primary language other than English and is not proficient in listening, speaking, reading, or writing in the classroom where English is spoken as determined by a language assessment instrument.

Note: The EOCEP tests are not available in alternate language formats.
8. **Foreign Exchange Students**—Foreign exchange students who meet the EOCEP eligibility criteria must participate in EOCEP testing.
9. **Students with Disabilities Who Have Been Placed by Districts and Public Agencies in Private or Nonpublic Schools**—Students with disabilities who are placed by districts or other public agencies in private or nonpublic schools or state-operated programs must participate in statewide and districtwide assessments and must be tested by the home school district. The home school district is the district that carries the student on enrollment and receives state or federal funding for educating the student. Students who are placed by other

public agencies through the foster home/group home proviso, General Appropriations Act, 2003 S.C. Acts 91 Proviso 1.9, must be tested by the district in which the alternate residence (such as a foster home, group home, orphanage, or state-operated health care facility including a facility for treatment of mental health or chemical dependence) is located.

Test Administrator Requirements

TAs must have been trained to administer the test and must meet one of the following criteria:

1. be an employee of the district who is certified;
2. be an employee of the district who is a critical needs teacher and has a letter of eligibility, an interim certificate, or a critical needs certificate;
3. be a substitute teacher who is certified and employed by the district on an as-needed basis;
4. be someone who was a certified teacher but has allowed his or her teaching certificate to expire because of retirement, change of career, and so on, and has been approved by the DTC as a qualified test administrator; or
5. be someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC as a qualified test administrator.

TAs are not to administer tests to close relatives (e.g., children, grandchildren).

Even if a test is administered in a location other than the school, the TA must meet the criteria specified above.

Test Administrator Responsibilities

- Be in the room at all times when materials are not in locked storage. TAs may not leave the room during testing or when secure test materials are out of locked storage, even if a monitor is present.
- Understand and follow the South Carolina legal requirements for test security and State Board regulations on test security.
- Become familiar with test administration procedures prior to testing.
- Verify the number of test booklets received from the STC on test day.
- Distribute test materials to and collect them from students.
- Answer students' questions regarding directions, but not test content.
- Ensure that students have the proper test materials.
- Ensure that students mark responses properly in their test booklets.
- Check that students are working independently.
- Make a list of students absent from testing and give it to the STC for make-up testing.
- Account for and return all test materials to the STC.
- Maintain test security.

Monitor Requirements

Monitors may be teacher's aides, parents, or other district or school personnel (e.g., music teachers, P.E. teachers, counselors). They may not be in rooms where their close relatives are being tested.

Large-group administration of the test is **not** recommended. However, if your school chooses to administer the test in such a setting, the following monitor guidelines are suggested:

- When the number exceeds thirty-five students in a room, adding a monitor is recommended.
- An additional monitor is recommended for each additional thirty-five students.

Prior to test day, the STC (with the aid of the TA) should review testing procedures, test security, and duties with monitors. A separate section that can be given to monitors at training is in Appendix F.

Monitor Responsibilities

- Walk around the room during testing to check that students are marking their answers in the correct section of the answer documents. It is permissible to alert students that their answers are being marked in the wrong section of the answer documents. **However, it is not permissible to stop and read test items or students' responses in students' test booklets or answer documents.**
- Distribute and collect materials needed during testing (e.g., number two pencils, test booklets and answer documents, calculators) as directed by the TA.
- Ensure that students receive the correct test booklets and answer documents.
- During testing, ensure that students
 - ✓ receive additional sharpened pencils when needed,
 - ✓ follow directions,
 - ✓ mark responses in the appropriate area of the answer document,
 - ✓ use only allowable supplemental materials, and
 - ✓ do not give or receive help from others.
- Help maintain test security.
- Refer all student questions to the TA.
- Check restrooms before allowing students to enter to make sure they do not contain reference materials (e.g., books, notes, writing on towels or walls). This is especially important for schools that permit examinees to leave the testing room early.
- Retrieve additional test materials from the STC if needed during testing.
- Serve as a messenger between the TA and the STC during testing, if an emergency occurs. It is **not** permissible for a monitor to be left in charge of a test administration session; the TA should remain with the students and send the monitor out in case of an emergency.

Policy on Use of Calculators

School- or student-owned calculators may be used during the Algebra 1/Mathematics for the Technologies 2 and Physical Science tests.

Test takers may use basic four-function, scientific, or graphing calculators during the mathematics and physical science tests. The following types of calculators are **not** allowed:

- pocket organizers;
- Palm Pilots, Visors, or other Palm-based devices;
- handheld PCs that use a writing tablet or QWERTY (typewriter) keyboard;
- calculators that use symbolic manipulation capability, such as the Casio FX 2.0, HP 40g or 49g, or Texas Instruments TI-89 or TI-92; and/or
- calculators that “talk” or otherwise make noise, such as the AudioCalc.

See Appendix C for guidance on the use of calculators for students with disabilities.

To help maintain test security, the memory of every calculator used during testing must be reset **before and after testing** to clear all applications and programs. Students should not share graphing calculators during the mathematics and physical science tests unless calculators are reset each time the calculator changes hands. This action clears all stored data and program information from the calculator.

Students who wish to use their own calculators during the tests must be told in advance of the test day to back up all data and programs that they wish to save. Because the memory of every calculator used in testing must be reset to the factory default values (cleared) before testing, all data and programs stored in the calculator will be erased. **If a student is unwilling to have his or her calculator’s memory reset, the student may not use that calculator during the test.**

Planning an Appropriate Test Setting

Providing an appropriate test setting is essential. Following are some points for STCs and TAs:

- In advance, determine the procedures to follow for students who are tardy on the day of testing. Delaying the beginning of the testing may extend the testing time unreasonably.
- In advance, determine the procedures to follow if any disruption occurs during testing.
- **Know the procedures to follow if a student cannot write because of an injury (e.g., sprain, broken bone). Testing for this student may be delayed until the make-up days, or the student may use any of the response options listed under accommodations in Appendix C.**
- All TAs and monitors who will have access to secure test materials must sign one of the test security agreement forms. These forms may be photocopied, if needed. Those who sign the agreement are required to follow the procedures and ensure the security of the test materials at all times.

- Make sure that classrooms do not have any academic materials displayed on the walls, desks, doors, or windows that may cue students during testing.
- Make sure that classrooms are conducive to testing. Students should have plenty of space to work, good lighting, and comfortable seating. It is not advisable to test students in a large-group setting.
- On each day of testing, sign out (and in) the secure materials needed for that day.
- Make sure that each answer document is pre-identified by student name through preprinting, hand coding, or labeling.
- Make sure that there are no systematic errors in the preprinted information, such as all of the precoded test booklets by class containing inaccurate information.
- Check through the test booklets to make sure that there are no errors (e.g., missing pages, pages out of order) or damaged books (e.g., those with rips, folds, creases, poor printing quality).

Distributing and Collecting the Test Security Agreements

Test security agreement forms are in Appendix E of this manual. All test administrators, monitors, and any others who may have access to EOCEP test materials (with the exception of the students who are taking the test) or to the location in which the materials are securely stored must sign a test security agreement form before they are given access.

There are two versions of the security agreement. The first version is for DTCs, STCs, and TAs to read and sign. The second version is for all other people who have access to secure materials to read and sign. Sufficient copies of the Agreement to Maintain Test Security and Confidentiality form must be made and distributed to all appropriate personnel for their signatures.

Anyone who has access to secure testing materials is required to follow the security procedures and take the necessary precautions to ensure test security at all times. The STC must return the signed agreements to the DTC after testing.

SCHOOL TEST COORDINATOR'S SECTION

BEFORE TESTING

Arranging for Student Participation

Prior to testing,

- identify the relevant classes for the test subject being administered;
- notify teachers of the students to be tested;
- notify participating students of the time and location of the test;
- arrange for students to use school or personal calculators for the Algebra 1/Mathematics for the Technologies 2 and Physical Science tests; and
- identify students who need customized administrations and make appropriate arrangements for test administrations as documented in students' IEP or 504 Accommodation Plans.

Notifying Students and Teachers of Testing

STCs must be sure that all students who are eligible to participate are notified about the end-of-course tests and understand their importance. Prior to test day, be sure to

- tell students to bring two sharpened number two pencils with erasers on test day (only number two lead may be used for testing);
- notify teachers and students of the calculator use policy (beginning on page 12); and
- **notify students that they may not bring into the testing location any electronic or other device that can be used for communications, timing, or imaging.** These devices include but are not limited to cell phones, pagers, beepers, headphones, stop watches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device.

Training Test Administrators and Monitors

No later than the week before the test is administered, STCs must conduct training sessions for all TAs, possible substitute administrators, and monitors, including those responsible for customized administrations. TAs must be thoroughly informed about test security, the logistics of administering the test, the directions for completing the answer document, the script for administration, and procedures for returning test materials to the STC. These training sessions also should stress the need to account for all materials before, during, and after testing. Each TA should receive this manual during the training session and may keep the manual after the training session for further study before test administration.

Training Topics

Prepare TAs in the following areas:

- Logistics of administering the test
- Directions for completing the demographic information
- Procedures for accounting for and returning test materials to the STCs
- Responsibilities of TAs and monitors
- Test security guidelines and procedures
- Test schedules and rooms to be used
- Preparation of testing rooms
- Labeling and coding of test booklets
- Administration directions
- Use of customized materials
- Procedures for resetting calculators
- Completion of all required demographic information
- Receipt and handling of test materials
- Procedures and schedule for returning test materials to the STC at the end of testing

Receiving Materials

The following list provides step-by-step instructions for receiving materials from the district office and for taking inventory. STCs should complete these procedures upon receiving test materials. If the shipment appears incomplete in any way, contact your DTC within 24 hours of receipt of materials.

1. Using the packing list from Box 1, place a check mark beside each item to verify that you have received the quantity listed.
2. Take inventory of all secure materials. **Do not open the shrink-wrapped packages of test booklets at this time.** Instead, check the security numbers that are printed on the white cover sheet inside the shrink-wrapped package, and then count the spines of the booklets to verify that you have received the correct number of booklets.
3. If there is a discrepancy in the number of booklets received, open the package to identify the security number(s) of the missing booklet(s). **Record any discrepancy on the School Security Checklist.** (A sample of the checklist is in Appendix E.)
4. Check that the quantities of materials you receive are sufficient for the number of students participating in your school. Make sure that you have all materials needed to test students with disabilities. If you need extra materials, contact your DTC immediately.
5. Keep all materials in secure, locked storage until they are needed on test day.
6. Keep **all** original shipping boxes. You will need them after testing to return the materials to the DTC.

Preparing and Distributing Test Materials

The STC is responsible for collecting signed test security agreement forms from TAs and monitors. Any individuals who may have access to EOCEP test materials (with the exception of students who are taking the test), or to the location in which the materials are securely stored, must have a signed agreement on file in the district office before they are given access to the test materials. There are two versions of the security agreement. The first version is for DTCs, STCs, and TAs to read and sign. The second version is for all other persons who have access to secure materials to read and sign. Please make sure that each person signs the appropriate version of the security agreement.

The STC is also responsible for inventory control and must use the School Security Checklist to track and monitor test materials distributed to the TAs. A sample of the checklist is in Appendix E.

When distributing secure test materials, STCs must instruct the TAs to initial the School Security Checklist to verify receipt of the test booklets, as shown in the following diagram.

SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure Test Materials:

Security Number	TA's Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD				
2720037							
2720038							
2720039							
2720040							
2720041							
2720042							
2720043	Thornton	KT	BD				

No earlier than ten days before the test day, STCs may open the shrink-wrapped packages of test booklets and prepare materials for the TAs. **After preparing materials, STCs must return them to locked storage until they are distributed to the TAs.**

Prepare the following test materials for each TA:

- _____ 1. School/Class Headers (one for each testing group)
- _____ 2. test security agreement forms
- _____ 3. test booklets (one for each student)
- _____ 4. answer documents (one for each student plus overage)
(Note: Both pre-ID and blank answer documents should be included, if needed. Customized answer documents will be included for customized testing. Make sure that any student who uses a customized test form uses the green answer document.)
- _____ 5. paper bands
- _____ 6. “Do Not Score” labels
- _____ 7. Algebra 1/Mathematics for the Technologies 2 administration materials (one for each student)
 - _____ a. six-inch card stock ruler
 - _____ b. calculators (provided by school or student)
- _____ 8. Physical Science calculators (provided by the school)

DURING TESTING

Supervising the Test Administration

You are responsible for implementing and monitoring all testing procedures at your school and for ensuring that test security is maintained. During testing, supervise the test administration by visiting each testing room and observing the following guidelines.

- Do not allow administration directions to be read over the public announcement system.
- Make sure that all needed materials are available and that all administration procedures are being followed.
- Make sure that all school personnel involved in test administration adhere to security guidelines. In accordance with Test Security Legislation and State Board Regulations, you must report any test security breach.
- Assist TAs by handling unusual student testing situations.
 - If a student cannot write because of an injury (e.g., sprain, broken bone), you may delay testing for this student until make-up testing or allow the student to use any of the response options listed under accommodations in Appendix C.
 - If a student gets sick and throws up on the test materials, identify the security number of the test booklet and report the incident to the DTC. Dispose of the test booklet in a secure manner and complete the Testing Irregularity Form. Indicate the security number of the destroyed booklet on the School Security Checklist and document the incident.
 - At the school’s discretion, you may remove disruptive students from the group to complete testing elsewhere or test them at a make-up session.

- Schedule students who leave testing for any reason (e.g., illness, personal emergency) for make-up testing. Be sure to record the student's name on your list of students who need make-up testing and write the student's name on all test materials the student was using.
- If a student is suspected of cheating, take appropriate action to stop the behavior. Immediately contact the STC and document the circumstances on the Testing Irregularity Form. These cases will be handled at the school or district level, depending on district procedures.
- If you must evacuate the testing room or the building, collect test materials from students as they leave the testing room (provided doing so does not compromise your safety or that of the students).

AFTER TESTING

Receiving Test Materials from TAs

TAs must return all test materials to the STC upon the completion of testing.

- Collect all test materials from TAs, including test booklets, answer documents (used, unused, or voided), and the *Test Administration Manual*. For the Algebra 1/Mathematics for the Technologies 2 test, collect the rulers, graph paper, reference sheets, and calculators (for resetting). For the Physical Science test, collect the reference sheets and calculators.
- For each TA, check the returned test booklet security numbers against those assigned, as indicated on the School Security Checklist. Account for all test booklets distributed to each TA. If any booklet cannot be located, provide detailed documentation on the School Security Checklist. Have TAs initial the School Security Checklist, as shown in the following diagram.

SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure Test Materials:

Security Number	TA's Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD	KT	BD		
2720037							
2720038							
2720039							
2720040							
2720041							
2720042							
2720043	Thornton	KT	BD	KT	BD		

- Complete a School/Class Header Sheet for each banded class set. There must be a separate School/Class Header Sheet for each subject. Check to make sure that subjects are not mixed in a class set.
- Verify that the answer documents are not damaged. If an answer document is damaged, follow the procedures in the next section and replace the damaged answer document with a new one that has been transferred.

Transferring Responses from Damaged Answer Documents

If an answer document is in any way damaged, authorized school personnel **must** transfer the student's demographic data and responses to a blank answer document and return the new answer document with the scorable materials. The transfer **must** be completed by two school personnel and be carefully checked for accuracy. Place a "Do Not Score" label on the damaged answer document across the name field, and return it with the school's **nonscorable** materials, as shown in the following diagrams.

Diagram 1.

Do Not Score

Pre-ID

GRADE: 09
GENDER: M
DOB: 11/26/1985

SMITH, JOHN
123 THORNTON SCHOOL
1234 THORNTON
ID: 123456789012

The following codes were not pre-coded
Teachers/Test Administrators must con

Accommodations	Reasons
Mark all that apply	Mark all that apply
<input type="checkbox"/> Setting	<input type="checkbox"/> No longer e
<input type="checkbox"/> Timing	<input type="checkbox"/> Absent, not
<input type="checkbox"/> Scheduling	<input type="checkbox"/> Other, expl
<input type="checkbox"/> Response options	
<input type="checkbox"/> Presentation	
<input type="checkbox"/> Other	
	Make-up
	<input type="checkbox"/>

1

Mark R

Diagram 2.

Do Not Score

Pre-ID

GRADE: 09
GENDER: M
DOB: 11/26/1985

SMITH, JOHN
123 THORNTON SCHOOL
1234 THORNTON
ID: 123456789012

The following codes were not pre-coded
Teachers/Test Administrators must con

Accommodations	Reasons
Mark all that apply	Mark all that apply
<input type="checkbox"/> Setting	<input type="checkbox"/> No longer e
<input type="checkbox"/> Timing	<input type="checkbox"/> Absent, not
<input type="checkbox"/> Scheduling	<input type="checkbox"/> Other, expl
<input type="checkbox"/> Response options	
<input type="checkbox"/> Presentation	
<input type="checkbox"/> Other	
	Make-up
	<input type="checkbox"/>

1

Mark R

Conducting Make-Up Testing

Determine which students, if any, need make-up testing. Contact those students as soon as possible and arrange for a make-up test.

- Make-up test materials must be kept in locked storage with the other secure materials and be signed out and signed in as needed. If the STC acts as the make-up administrator, the materials must still be signed out and signed in using the School Security Checklist.
- Make-up tests **must** be administered using the test administration procedures in the *Test Administration Manual*. The “MAKE-UP” bubble **must** be gridded on the student’s answer document.

Disposing of Materials Not Returned to the DTC

The STC should separate the following materials from the rest of the test materials.

- *Test Administration Manual*
- unused School/Class Header Sheets
- blank (not pre-ID) answer documents (all unused pre-ID answer documents are secure materials and must be returned with the nonscorable materials)
- unused shipping labels
- rulers with no student writing
- graph paper with no student writing
- Physical Science or Algebra 1/Mathematics for the Technologies 2 reference sheets with no student writing
- unused “Do Not Score” labels

Do not return these materials to the DTC. You may discard the manuals or keep them to use as reference materials. You may use the remaining materials at your discretion.

Packaging Materials for Return to the DTC

In preparation for returning materials, please do the following:

- For the return of all customized materials, review and follow the return processes in Appendix C.
- Check that all demographic information on student answer documents is complete and accurate.
- Check that all secure materials you received are being returned to the DTC.
- Organize and package the test materials in two groups: scorable and nonscorable materials.
- Return with the nonscorable materials the pre-ID answer documents for students who did not take the test.

- Completed pre-ID answer documents that should not be scored must have a Do Not Score label placed on the front of the answer document—across the name field—and be returned with the nonscorable materials.

Directions for Returning Scorable Materials

- Place the paper-banded class sets inside an envelope or folder for return to your DTC.
- If you have too many answer documents to fit in an envelope, you may use a box to return the materials. Make sure that the answer documents are packaged appropriately so that they do not shift in transit.
- Return the scorable materials promptly to your DTC.

Directions for Returning Nonscorable Materials

Return the nonscorable materials to the DTC, using the boxes in which the materials were delivered. Make sure that these boxes are sturdy and dry. Remove or cover any previous shipping labels.

- Complete and sign the School Security Checklist as shown in the following diagram. Separate the carbonless forms. Return the original with your nonscorable materials. Give the second copy to your DTC along with any signed test security agreement forms.

SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

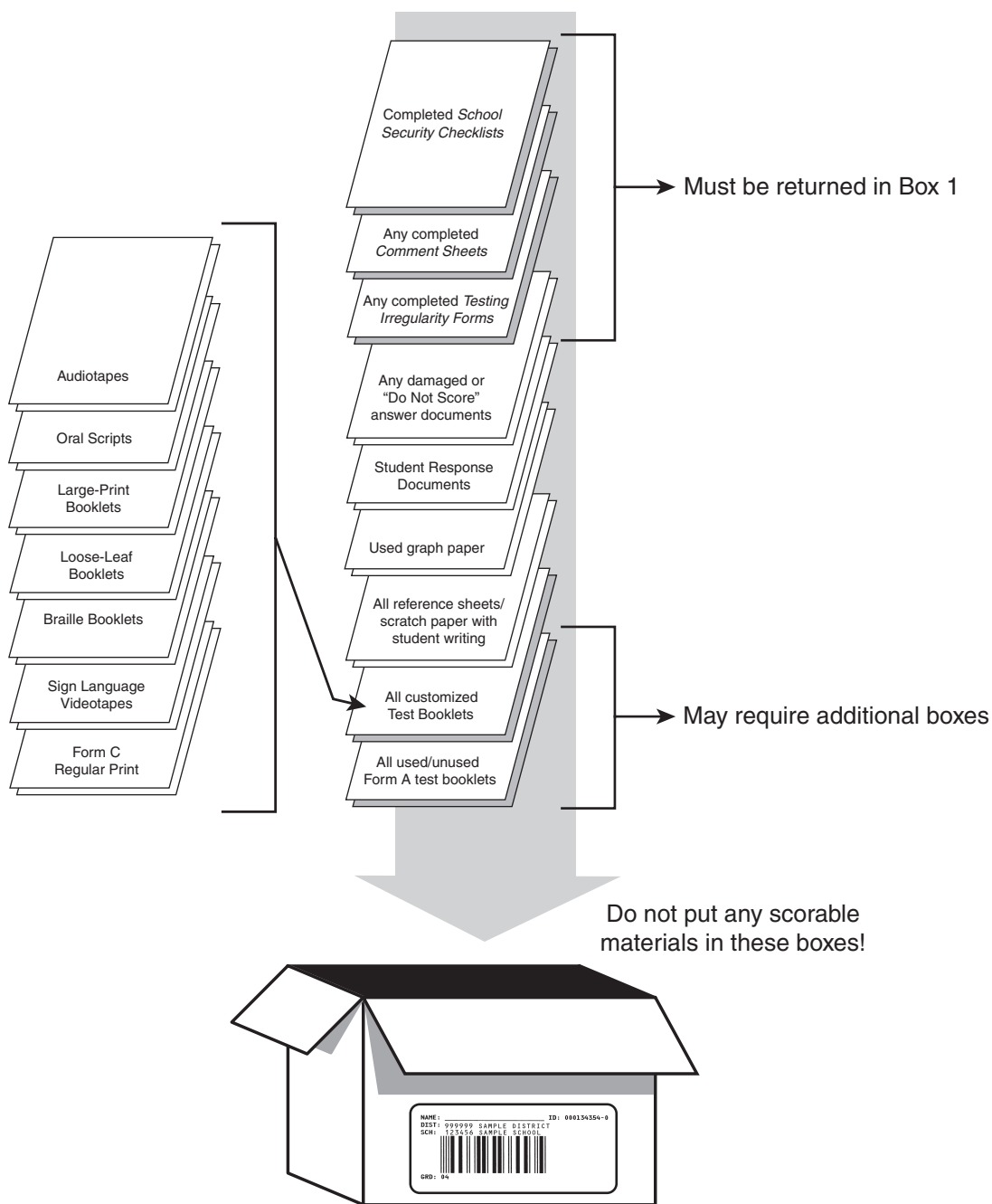
When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure Test Materials:

Security Number	TA's Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD	KT	BD	BD	
2720037							
2720038							
2720039							
2720040							
2720041							
2720042							
2720043	Thornton	KT	BD	KT	BD	BD	

2. Place the following materials in the return box(es) in the order shown in the diagram on page 24.
 - ___ completed School Security Checklists (remember to keep a copy of each for your records)
 - ___ any completed Comment Sheets
 - ___ any completed Testing Irregularity Forms
 - ___ any damaged or “Do Not Score” answer documents
 - ___ student response documents (if a student did not mark answers on the answer document, transfer the student’s answers to a scorable answer document and return the student’s original response documents with the nonscorable materials)
 - ___ used graph paper
 - ___ Physical Science or Algebra 1/Mathematics for the Technologies 2 reference sheets with student writing on them
 - ___ scratch paper with student writing
 - ___ all customized test booklets, including audiotapes and videotapes
 - ___ all used and unused test booklets (putting them in numerical or alphabetical order is not necessary)
3. Fill any empty space in the box(es) with crumpled paper to keep the materials from shifting during shipping.
4. Seal with tape each box in your shipment.
5. Affix a magenta preprinted return address label marked “nonscorable” on each box. If you need additional return address labels for nonscorable materials, contact your DTC. If you use additional labels, be sure to enter all requested school information on them.
6. On each label, in the area marked “Sch: Box _ of _,” write the number of boxes you are returning. For example, a shipment of two boxes would be labeled “Box 1 of 2” and “Box 2 of 2.”
7. Return all nonscorable materials after testing as directed by the DTC.

Returning Nonscorable Materials



TEST ADMINISTRATOR'S SECTION

BEFORE TESTING

Completing the Test Security Agreements

The Agreement to Maintain Test Security and Confidentiality forms are in Appendix E of this manual. All test administrators, monitors, and any others who may have access to EOCEP test materials (with the exception of the students who are taking the test) or to the location in which the materials are securely stored must sign a test security agreement form before they are given access.

There are two versions of the security agreement. The first version is for DTCs, STCs, and TAs to read and sign. The second version is for all other people who have access to secure materials to read and sign. Sufficient copies of the test security agreement form should be made and distributed to all appropriate personnel for their signatures.

Anyone who has access to secure testing materials is required to follow the security procedures and take the necessary precautions to ensure test security at all times. The STC must return the signed agreements to the DTC after testing.

Using Pre-ID Answer Document Procedures

Although answer documents are preprinted with student demographic information, some information on the student demographic page must be gridded by hand, either by the student or by the TA. Instructions for completing demographic information are in Appendix A.

Within two weeks prior to testing, each school will receive a Pre-ID Student Roster that lists the student information provided through the EOCEP query of the SASI database. (A sample format of the roster is on the next page.) If a field is blank on the roster, it will need to be hand-gridded on the answer document.

If pre-ID information is incorrect on the Pre-ID Student Roster, do not use the pre-ID answer document for that student. Instead, hand-grid all demographic information for that student on a blank answer document and void the pre-ID answer document by placing a “Do Not Score” label over the bar code in the preprinted area, as shown in the diagrams on page 20. Return the voided answer document with the nonscorable materials.

Your STC may instruct you to have students grid their names in the student name field on all answer documents, even though the name may already be preprinted. Gridding the student's name provides a secondary method for identifying an answer document as belonging to a particular student.

Students without Pre-ID Answer Documents

If there is no pre-ID answer document for a student, you must use a blank answer document and hand-grid all demographic information.

Answer Documents for Students Who Require Customized Test Materials

If you received a pre-ID answer document for a student who needs a customized version of the test, **do not** use the pre-ID answer document. Instead, use the answer document enclosed with the

customized materials. All of the student’s demographic information must be hand-gridded. Place a “Do Not Score” label on the pre-ID answer document and return it with the nonscorable materials. The hand-gridded answer document will be returned with the scorable materials.

Pre-ID Student Roster

BEDS Code:
District:
School:
Section#:

Page:

PRE-ID NUMBER	STUDENT NAME	STUDENT ID No.	ETHNICITY:	DATE OF BIRTH	GENDER:	GRADE: 5-6-4	MIGRANT	ALT. SCHOOL	LANGUAGE**	IEP											MEALS***	ID
										NONE	SP	H	V	OR	ED	LD	EM	TM	AU			

KEY: Ethnicity 1 = African American 7 = White **ESL: 1 = Pre-functional 8 = English Speaker I ***Meals: 1 = No G: 1 = No

2 = African American/American Indian 8 = White/African American 2 = Beginner 9 = English Speaker II 2 = Free 2 = Academic

3 = American Indian 9 = White/American Indian 3 = Intermediate A = Pre-functional Waiver 3 = Reduced 3 = Artistic

4 = Asian 10 = White/Asian 4 = Advanced B = Beginner Waiver 4 = Both

5 = Hawaiian/Pacific Islander 11 = Other 5 = Full English Proficient C = Intermediate Waiver

6 = Hispanic 7 = Title III Exited D = Advanced Waiver

Sequence:

Receiving Materials from the STC

1. You must sign a test security agreement form if you do not already have one on file in the district office for the current school year.
2. Your STC will give you the test materials to conduct the test administration.
3. Count the materials you receive to ensure that you have enough for the number of students you are testing.
4. Check the security numbers of the test booklets you receive against the numbers listed on the School Security Checklist.
5. Once you have verified the test booklet count total and the security numbers, initial the School Security Checklist, as illustrated in the following diagram.

SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure Test Materials:

Security Number	TA's Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD				
2720037							
2720038							
2720039							
2720040							
2720041							
2720042							
2720043	Thornton	KT	BD				

Test Administrator

DURING TESTING

Administering the Test

A trained TA must be in the room **at all times** when secure test materials are not in locked storage. **Do not leave the testing room unattended.** If you must leave the room, another trained TA must take your place before you leave.

It is important to follow these precautions during testing:

- Do not allow students to bring into the testing location any electronic or other device that can be used for communications, timing, or imaging. These devices include but are not limited to cell phones, pagers, beepers, headphones, stop watches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device.
- Do not allow students to use extra paper during the test.
- Do not allow students to use pens, crayons, markers, or colored pencils to respond to test questions.
- Do not use correction fluid on the answer documents.
- Do not use paper clips, tape, staples, or glue on the answer documents.
- Do not attach removable "sticky" notes to the answer documents.

- The graph paper and reference sheets for the **Form A** Algebra 1/Mathematics for the Technologies 2 and the Physical Science Periodic Table of the Elements and reference sheet are perforated and may be removed from the test booklet for student use.

Handling Disruptions and Irregularities During Testing

If a disruption occurs during testing—for example, a student becomes ill or a fire alarm sounds—please handle the situation appropriately, maintaining security of the test materials. Then document the situation on the Testing Irregularity Form in Appendix E. Note the action you took to resolve the situation, and document the time students were able to continue with testing once the situation returned to normal. Return this form to the STC with your test materials.

If a student is suspected of cheating, the TA must contact the STC and document the circumstances on the Testing Irregularity Form.

Any student who must leave during testing for any reason (e.g., illness, personal emergency) must be scheduled for make-up testing. Be sure that the student's name is on your list of students who need make-up testing and that all test materials the student was using are labeled with the student's name.

If you must evacuate the testing room or the building, collect test materials from students as they leave the testing room (provided doing so does not compromise your safety or that of the students).

Identifying Students Who Need Make-Up Testing

TAs must complete the Student Make-Up Roster in Appendix E for all students who are absent. Return the completed Student Make-Up Roster to the STC after testing.

AFTER TESTING

Completing the School/Class Header Sheet

Each TA must complete a School/Class Header Sheet and place it on top of the scorable answer documents. Roster reports will be returned to the district and to the teacher whose name is listed on the School/Class Header Sheet. **If you want to receive roster reports separated by teacher, a School/Class Header Sheet must be filled out for each teacher.** For example, contrary to state-recommended procedures, some schools may elect to administer the test in a large-group setting. In such cases, the TA must separate the answer documents by the teacher's name listed at the top of each answer document. A School/Class Header Sheet must be filled out for each teacher's name and must be placed inside the paper band for each class set for the school to receive the roster reports listed by teacher.

The following information must be included on all School/Class Header Sheets:

- School Name
- District Name
- SASI Course/Section Number—Print and grid the complete SASI Course/Section Number. (See below for complete directions.)
- Teacher’s Name—Print the name of the students’ teacher in the boxes, left justified, and then fill in the corresponding bubble for each letter of the name.
- BEDS Code—(**Note:** Home School Students write and print BEDS code using 888 as the final three digits.)
- Total Answer Documents Returned for Scoring Under This Class Sheet—Print and grid the total number of answer documents being returned for the group after the regular test session.
- Verified by—Sign and print your name.

Definition of SASI Course/Section Number (**Note:** The following section was taken from the SASI manual. If you have any questions when filling out this code, please contact your district SASI operator.)

Instructional Activity Code				District Defined		Academic Tag	Unit Tag	Section Number			
1	2	3	4	5	6	7	8	9	10	11	12

Instructional Activity Codes (positions 1–4; 4-digit SASI/Course Numbers)

Course	Course Code (These are some of the standard codes; however, your district may have other codes.)
Algebra 1	4111
Mathematics for the Technologies 2	3142
English 1	3011
Physical Science	3211
Chemistry 1	3231
Physics	3241
U.S. History and the Constitution	3320
Advanced Placement U.S. History	3372
International Baccalaureate History of the Americas HL–2	336D

District Defined Codes (positions 5–6) – Fill this in only if your district has designated a code for this field. If your district does not use these positions, you may leave this blank.

Academic Tag (position 7; one of seven GPR weightings)

- A Advanced Placement
- C College [Prep]
- D Dual credit
- H Honors
- I International Baccalaureate
- P Pre-baccalaureate
- T Tech Prep

Unit Tag – Carnegie Unit Credit (position 8)

- D two units
- H half unit
- Q quarter unit
- T three units
- W one whole unit (typically used for EOCEP)

Section Number (positions 9–12, numbers or letters are acceptable; section = class) – This is the number used to identify your classes.

Returning Test Materials to the STC

The TA must complete the following tasks after filling in the School/Class Header Sheet.

1. Make a class set by placing the School/Class Header Sheet on top of the scorable answer documents. Scorable answer documents include all answer documents that have been completely or partially filled out by a student.
2. Place a paper band around the class set.
3. Account for all test booklets you received, and sign in your test materials to the STC by initialing the School Security Checklist, as shown in the diagram on the following page.

SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure Test Materials:

Security Number	TA's Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD	KT	BD		
2720037							
2720038							
2720039							
2720040							
2720041							
2720042							
2720043	Thornton	KT	BD	KT	BD		

4. If any secure materials are missing (i.e., materials you originally received but did not return), document this situation with as many details as are known and submit the documentation to the STC.
5. Alert your STC if any scorable answer documents are damaged.
6. Provide your STC with a list of students who need make-up testing. You must use the Student Make-Up Roster in Appendix E for this purpose.
7. If you have comments or suggestions, please complete the Comment Sheet at the end of this manual and return it with your nonscorable materials to your STC.
8. Return all materials to the STC immediately after testing.

GENERAL ADMINISTRATION DIRECTIONS

The information on student answer documents that must be completed by the school may be completed either before or after test administration in supervised sessions. See Administrative Guidelines for Secure Test Administration on page 8 of this manual.

Write your district name, school name, and teacher name on the board or some place where students can refer to this information when filling out the answer document. Read aloud the directions in the shaded boxes below. All special directions are printed inside a dotted box to read aloud, if applicable.

DIRECTIONS FOR COMPLETING ANSWER DOCUMENT DEMOGRAPHICS

Begin by reading aloud the script that follows for each subject being administered.

Note for signed administration: The TA should sign these directions.

SAY:

During the test, you may not have any electronic or other device with you that can be used for communications, timing, or imaging. These devices include but are not limited to cell phones, pagers, beepers, headphones, stop watches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device. At this time, please raise your hand if you have any of these devices.

Collect all electronic and other devices for return at the end of the test session.

SAY:

Today you will be answering questions for the South Carolina End-of-Course Examination Program. It is important that you do your best in answering the questions.

Do not talk during the test. If you have any questions while you are working, raise your hand and I will come to your seat.

Pause.

SAY:

I am going to give each of you a test booklet. When you get your test booklet, leave it unopened on your desk. Do not exchange test booklets with any students.

Place a test booklet in front of each student.

Note for braille or other accommodated response option administrations: The TA should complete the following information for the students.

SAY:

Print your name in the upper right-hand corner of the test booklet where it says Name.

Pause. Check to make sure students have printed their names on the booklets.

SAY:

I will now give each of you an answer document. You may use only number two lead for this test. Do NOT use pens to mark your answers. If you need a pencil during the test, please raise your hand and I will give you one.

Hand out pencils as necessary and distribute answer documents.

SAY:

Look at side one of your answer document.

Hold up a blank answer document and point to the appropriate place.

SAY:

Find the place where it says District Name, School Name, and Teacher Name.

Pause.

SAY:

In the appropriate area, print our district and school names, and then print my name *(or print the name of your regular teacher)* in the Teacher Name area as I have written here. *(Point to the location where you have written the information.)*

Pause while students fill in information.

Even though answer documents may be preprinted with student names, some districts may choose to have students print and grid their names for pre-ID documents as a second check for easily identifying an answer document for a particular student. Check with your STC to find out whether your district has chosen to do this. If you will be having students grid their names, follow the directions in this dotted box. **Students with blank answer documents must complete the name field.**

SAY:

Next, you will fill out the spaces for your name. Find the section labeled Last Name, First Name, and M.

Pause. Hold up a document and point to the appropriate place, if necessary.

SAY:

In the first section, print your last name. Start at the left and print one letter in each box. Print as many letters of your last name as will fit in the boxes provided.

Pause.

SAY:

In the section labeled First Name, print each letter of your first name. Do not print a nickname or shortened first name. In the box labeled M, print the first letter of your middle name.

Pause.

(continued from the previous page)

SAY:

Now go back to the box where you wrote the first letter of your last name. Darken the appropriate circle under each letter of your last name. Then darken the circles for the letters in your first name and for your middle initial.

Pause to provide help as needed.

Read this section for Form C testers only (Form C testers are those testers using customized test booklets):

SAY:

Next, find the box labeled Date of Birth. In the Month column, darken the circle for the month you were born. Then write in the boxes the day you were born and the last two numbers of the year you were born. Darken the circles below that correspond to those numbers.

Pause while students fill in information.

Read this section for Form A testers only:

SAY:

For the box labeled Form Number, look at the front of your test booklet and find the form number written in the bottom right-hand corner of the form you are using. Write in that number on your answer document, and darken the circles that correspond to that number.

Pause while students fill in information.

SAY:

Find the box labeled Test Date. In the Month column, darken the circle for (*say the current month*). Beneath the box labeled Day, write in (*say today's date*) and darken the circles below that correspond to today's date.

Pause while students fill in information.

Read this section for Form C testers only:

SAY:

Next, darken the circle for your ethnicity. Only one circle may be darkened.

Pause while students fill in information. For a definition of the options, see the chart in Appendix A.



Find the section for your current course and darken the circle that corresponds to the course in which you are currently enrolled.

Pause while students fill in information.

Read this section for Form C testers only:



Find the section for Gender and darken the circle that applies.

Pause while students fill in information.



Now find the section labeled Grade and darken the circle for your current grade.

Pause while students fill in information.



Raise your hand if you have questions or need additional time to complete the information.

Wait until all students have finished.



If you have any questions before we begin, raise your hand and I will help you.

Pause to answer any questions.

DIRECTIONS FOR ADMINISTERING THE ALGEBRA 1/MATHEMATICS FOR THE TECHNOLOGIES 2 TEST

Begin reading this script after you have read the directions for completing the demographic information on the student answer documents.

(Note: The reference sheet and graph paper instructions do not apply to all customized formats.)

Note for oral administration: Use these directions prior to using the oral administration script or audiotape to make sure that students receive all necessary information prior to testing.

Note for braille or other accommodated response option administrations: Because students may vary in their response mode, adjust the wording for response directions as needed.

SAY:

Turn to the front of your test booklet and locate the Reference Information sheet and the graph paper. You may either tear these two pages out or turn to them for reference during the test.

Pause to allow students to remove the pages. If you choose to have students write their names on these pages, you may instruct them to do so at this time.

SAY:

I am going to give each of you a ruler.

Distribute a six-inch card stock ruler to each student.

Read this section if students will be using calculators.

SAY:

You may use a calculator during this test. If you have your own calculator, the memory must be cleared before and after testing. If you need a calculator, raise your hand and I will give you one.

Make sure that the memories of all calculators are cleared (reset) in accordance with the requirements beginning on page 12 of this manual.

SAY:

Turn your answer document over to side two. Find the place for answering the test questions.

When you have finished taking the test, you may go back and check your work. Then complete the Stop Time box and the Student Questionnaire.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

Pause to answer any questions.



This test is not timed. Please do your best work.

Pause.



When you have finished, close your test booklet and raise your hand, and I will collect your test materials.

Explain what students should do after you collect their test materials (e.g., read quietly at their seats; leave the room, if provisions have been made).



Open your test booklets to page one and follow along as I read the directions out loud.

Pause.

Note for signed administration: Begin the videotape here. These directions, as well as test content, will be signed to the student.



There are fifty questions on this test. Each test question has only one correct answer. Read each question carefully. Then mark your answer on your answer document using only a number two pencil. Completely darken the bubble for your response. If you change an answer, completely erase the first answer you marked.

You may use the graph paper, the ruler, and a calculator in answering the questions, but you do not have to. You should do all scratch work in your test booklet, but you may use the graph paper if you need extra room to work on the problems. You may refer to the Reference Information sheet located inside the front cover of your test booklet.

Notes:

- (1) Figures are drawn as accurately as possible except when it is stated that a figure is not drawn to scale. All figures lie in a plane unless otherwise noted.**
- (2) All numbers used are real numbers. All algebraic expressions represent real numbers unless otherwise stated.**

Pause.



Does anyone have any questions?

Pause to answer any questions.

Note for braille or other accommodated response option administrations: The TA should complete the following information for the students.

SAY:

Find the box on your answer document labeled Start Time. Darken the bubbles closest to the current time. It is now _____ (say the current time).

Pause while students write in the Start Time.

Note for oral administration: If you are using an oral administration script or audiotape, please begin reading the script or playing the audiotape now.

SAY:

You may begin working now.

Circulate among the students to make certain that they are marking their answers in the correct section on their answer documents.

B R E A K * B R E A K * B R E A K * B R E A K * B R E A K * B R E A K

If you decide to give the students a short break during testing, read the following directions.

SAY:

Please stop. Put down your pencil and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.

During the break, you may allow students to go to the restroom, provided that NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes):

SAY:

Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work and then complete the Stop Time box and then the Student Questionnaire.

As each student finishes the test, collect the student's test materials. Make sure that the student coded the correct form number, the "Stop Time," and the student questionnaire responses on the answer document.

Allow those students who have finished to read materials—other than textbooks for the subject being tested—or to leave (if provisions have been made). Make sure that all test materials are returned to the STC immediately after testing.

NOTE: ANSWER DOCUMENTS LEFT INSIDE TEST BOOKLETS WILL NOT BE SCORED.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. Do not keep any materials for make-up testing.

Be sure to provide the STC with the completed Student Make-Up Roster for any students who require make-up testing. The STC will schedule and notify these students for make-up testing.

DIRECTIONS FOR ADMINISTERING THE ENGLISH 1 TEST

Begin reading this script after you have read the directions for completing the demographic information on the student answer documents.

Note for signed administration: Begin the videotape here. These directions, as well as test content, will be signed to the student.

Note for braille or other accommodated response option administrations: Because students may vary in their response mode, adjust the wording for response directions as needed.

SAY:

Turn your answer document over to side two. Find the place for answering the test questions.

When you have finished taking the test, you may review your work. Then complete the Stop Time box and the Student Questionnaire.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

Pause to answer any questions.

SAY:

This test is not timed. Please do your best work.

Pause.

SAY:

When you have finished, close your test booklet and raise your hand, and I will collect your test materials.

Explain what students should do after you collect their test materials (e.g., read quietly at their seats; leave the room, if provisions have been made).

SAY:

Open your test booklets to page one and follow along as I read the directions out loud.

Pause.

SAY:

There are fifty-five multiple-choice questions on this test. Each test question has only one correct answer. Read each question carefully and mark your answer on your answer document using a number two pencil only. Completely darken the bubble for your response. If you change your answer, be sure to erase completely the first answer you marked.

You may not use a dictionary or thesaurus on this test.

Pause.



Does anyone have any questions?

Pause to answer any questions.

Note for braille or other accommodated response option administrations: The TA should complete the following information for the students.



Find the box on your answer document labeled Start Time. Darken the bubbles closest to the current time. It is now _____ (*say the current time*).

Pause while students write in the Start Time.

Note for oral administration: If you are using an oral administration script or audiotape, please begin reading the script or playing the audiotape now.



You may begin working now.

Circulate among the students to make certain they are marking their answers in the correct section on their answer documents.

B R E A K * B R E A K * B R E A K * B R E A K * B R E A K * B R E A K

If you decide to give the students a short break during testing, read the following directions.



Please stop. Put down your pencil and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.

During the break, you may allow students to go to the restroom, provided that NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes):



Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work and then complete the Stop Time box and the Student Questionnaire.

As each student finishes the test, collect the student's test materials. Make sure that the student coded the correct form number, the "Stop Time," and the student questionnaire responses on the answer document.

Allow those students who have finished to read materials—other than textbooks for the subject being tested—or to leave (if provisions have been made). Make sure that all test materials are returned to the STC immediately after testing.

NOTE: ANSWER DOCUMENTS LEFT INSIDE TEST BOOKLETS WILL NOT BE SCORED.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. Do not keep any materials for make-up testing.

Be sure to provide the STC with the completed Student Make-Up Roster for any students who require make-up testing. The STC will schedule and notify these students for make-up testing.

DIRECTIONS FOR ADMINISTERING THE PHYSICAL SCIENCE TEST

Begin reading this script after you have read the directions for completing the demographic information on the student answer documents.

(Note: The reference sheet directions do not apply to all customized formats.)

Note for braille or other accommodated response option administrations: Because students may vary in their response mode, adjust the wording for response directions as needed.

SAY:

Turn to the Periodic Table of the Elements and the Equation Reference Sheet at the beginning of your test booklet. You may either tear out the page or turn to it for reference during the test.

Pause to allow students to remove the page. If you choose to have students write their names on the Equation Reference Sheet, you may instruct them to do so.

Read this section if students will be using calculators.

SAY:

You may use a calculator during this test. If you have your own calculator, the memory must be cleared before and after testing. If you need a calculator, raise your hand and I will give you one.

Make sure that the memories of all calculators are cleared (reset) in accordance with the requirements beginning on page 12 of this manual.

SAY:

Turn your answer document over to side two. Find the place for answering the test questions.

When you have finished taking the test, you may go back and check your work. Then, complete the Stop Time box and the Student Questionnaire.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

Pause to answer any questions.

SAY:

This test is not timed. Please do your best work.

Pause.

SAY:

When you have finished, close your test booklet and raise your hand, and I will collect your test materials.

Explain what students should do after you collect their test materials (e.g., read quietly at their seats; leave the room, if provisions have been made).

Note for signed administration: Begin the videotape here. These directions, as well as test content, will be signed to the student.

SAY:

Open your test booklets to page one and follow along as I read the directions out loud.

Pause.

SAY:

There are fifty-five multiple-choice questions on this test. Each test question has only one correct answer. Read each question carefully, then mark your answer on your answer document using a number two pencil only. Completely darken the bubble for your response. If you change an answer, be sure to erase completely the first answer you marked.

Please do all scratch work in your test booklet. You may tear out and refer to the Periodic Table of the Elements and Equation Reference Sheet in the front of your test booklet, as necessary, during the test.

Pause.

SAY:

Does anyone have any questions?

Pause to answer any questions.

Note for braille or other accommodated response option administrations: The TA should complete the following information for the students.

SAY:

Find the box labeled **Start Time**. Darken the bubbles closest to the current time. It is now _____ (*say the current time*).

Pause while students write in the Start Time.

Note for oral administration: If you are using an oral administration script or audiotape, please begin reading the script or playing the audiotape now.

SAY:

You may begin working now.

Circulate among the students to make certain they are marking their answers in the correct section on their answer documents.

B R E A K * B R E A K * B R E A K * B R E A K * B R E A K * B R E A K

If you decide to give the students a short break during testing, read the following directions.

SAY:

Please stop. Put down your pencil and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.

During the break, you may allow students to go to the restroom, provided that NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes):

SAY:

Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work and then complete the Stop Time box and the Student Questionnaire.

As each student finishes the test, collect the student's test materials. Make sure that the student coded the correct form number, the "Stop Time," and the student questionnaire responses on the answer document.

Allow those students who have finished to read materials—other than textbooks for the subject being tested—or to leave (if provisions have been made). Make sure that all test materials are returned to the STC immediately after testing.

NOTE: ANSWER DOCUMENTS LEFT INSIDE TEST BOOKLETS WILL NOT BE SCORED.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. Do not keep any materials for make-up testing.

Be sure to provide the STC with the completed Student Make-Up Roster for any students who require make-up testing. The STC will schedule and notify these students for make-up testing.

DIRECTIONS FOR ADMINISTERING THE UNITED STATES HISTORY AND THE CONSTITUTION TEST

Begin reading this script after you have read the directions for completing the demographic information on the student answer documents.

Note for braille or other accommodated response option administrations: Because students may vary in their response mode, adjust the wording for response directions as needed.

SAY:

Turn your answer document over to side two. Find the place for answering the test questions.

When you have finished taking the test, you may review your work. Then complete the Stop Time box and the Student Questionnaire.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

Pause to answer any questions.

SAY:

This test is not timed. Please do your best work.

Pause.

SAY:

When you have finished, close your test booklet and raise your hand, and I will collect your test materials.

Explain what students should do after you collect their test materials (e.g., read quietly at their seats; leave the room, if provisions have been made).

Note for signed administration: Begin the videotape here. These directions, as well as test content, will be signed to the student.

SAY:

Open your test booklets to page one and follow along as I read the directions out loud.

Pause.

SAY:

There are fifty-five multiple-choice questions on this test. Each test question has only one correct answer. Read each question carefully and mark your answer on your answer document using a number two pencil only. Completely darken the bubble for your response. If you change your answer, be sure to erase completely the first answer you marked.

Pause.



Does anyone have any questions?

Pause to answer any questions.

Note for braille or other accommodated response option administrations: The TA should complete the following information for the students.



Find the box on your answer document labeled Start Time. Darken the bubbles closest to the current time. It is now _____ (say the current time).

Pause while students write in the Start Time.

Note for oral administration: If you are using an oral administration script or audiotape, please begin reading the script or playing the audiotape now.



You may begin working now.

Circulate among the students to make certain they are marking their answers in the correct section on their answer documents.

B R E A K * B R E A K * B R E A K * B R E A K * B R E A K * B R E A K

If you decide to give the students a short break during testing, read the following directions.



Please stop. Put down your pencil and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.

During the break, you may allow students to go to the restroom, provided that NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes):



Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work and then complete the Stop Time box and the Student Questionnaire.

As each student finishes the test, collect the student's test materials. Make sure that the student coded the correct form number, the "Stop Time," and the student questionnaire responses on the answer document.

Allow those students who have finished to read materials—other than textbooks for the subject being tested—or to leave (if provisions have been made). Make sure that all test materials are returned to the STC immediately after testing.

NOTE: ANSWER DOCUMENTS LEFT INSIDE TEST BOOKLETS WILL NOT BE SCORED.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. Do not keep any materials for make-up testing.

Be sure to provide the STC with the completed Student Make-Up Roster for any students who require make-up testing. The STC will schedule and notify these students for make-up testing.

CODING OF ANSWER DOCUMENTS**CODING OF FORM A ANSWER DOCUMENTS**

Coding for Form C answer documents begins on A-6.

The following fields must be completed for all scorable answer documents. (Some fields may be precoded.)

- District Name
- School Name
- Teacher Name
- Student Name—Use legal names only; no nicknames.
- Test Date—Provide the month and the day the test was taken.
- Form #
- Grade
- Current Course
- Accommodations
- Make-Up
- Special Request Code (if applicable)—See page C-3 for further information.

APPENDIX A

- Ethnicity—**Only one** selection is allowable. See table for a list of descriptions.

African American—The student has origins in any of the original racial groups of Africa (not of Hispanic origin).

African American/American Indian —The student has origins that reflect both African American and Native American heritage.

American Indian—The student has origins in any of the original peoples of North and South America (including Central America) and maintains cultural identification through affiliation or community recognition.

Asian—The student has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Hawaiian-Pacific Islander—The student has origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Hispanic—The student is a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

White—The student has origins in any of the original peoples of Europe, North Africa, or the Middle East (not of Hispanic origin).

White/African American—The student has origins that reflect both White and African American heritage.

White/American Indian—The student has origins that reflect both White and Native American heritage.

White/Asian—The student has origins that reflect both White and Asian heritage.

Other—The student has origins that are different from those listed above.

- Gender
- 504 (504 Accommodation Plan)

No = The student does not have a 504 Accommodation Plan.

Yes = The student has a 504 Accommodation Plan.

- ESL

1 – Pre-functional

The student scored at this level on the ELP and receives ESOL services.
(The student is classified as ESL 1 in SASI.)

2 – Beginner

The student scored at this level on the ELP and receives ESOL services.
(The student is classified as ESL 2 in SASI.)

3 – Intermediate

The student scored at this level on the ELP and receives ESOL services.
(The student is classified as ESL 3 in SASI.)

4 – Advanced

The student scored at this level on the ELP and receives ESOL services.
(The student is classified as ESL 4 in SASI.)

5 – Full English Proficient

The student scored proficient at least once on the ELP and receives some limited ESOL services from the ESOL or mainstream teacher. The student may still receive accommodations. (The student is classified as ESL 5 in SASI.)

7 – Title III Exited

The student scored proficient three years consecutively on the ELP and is then monitored for two years. The student may still receive accommodations as needed. (The student is classified as ESL 7 in SASI.)

8 – English Speaker I

The student is a former ESOL student who scored proficient on PACT ELA and mathematics or who passed HSAP ELA and mathematics. (The student is classified as ESL 8 in SASI.)

9 – English Speaker II

The student is an English speaker and was never coded as an ESOL student. (The student is classified as ESL 9 in SASI.)

A – Pre-functional Waiver

The student scored “Pre-functional” on the ELP and is not receiving direct ESOL services based on parent refusal. The student is served by mainstream teachers only. (The student is classified as ESL A in SASI.)

B – Beginner Waiver

The student scored “Beginner” on the ELP and is not receiving direct ESOL services based on parent refusal. The student is served by mainstream teachers only. (The student is classified as ESL B in SASI.)

C – Intermediate Waiver

The student scored “Intermediate” on the ELP and is not receiving direct ESOL services based on parent refusal. The student is served by mainstream teachers only. (The student is classified as ESL C in SASI.)

D – Advanced Waiver

The student scored “Advanced” on the ELP and is not receiving direct ESOL services based on parent refusal. The student is served by mainstream teachers only. (The student is classified as ESL D in SASI.)

APPENDIX A

- G (Gifted and Talented)

Note: An AP program is not an academically/artistically gifted program.

- No = The student does not participate in either the academically gifted and talented or artistically gifted and talented classes/programs offered in the district.
- Academic = The student is served in any of the (district- or state-funded) academically gifted and talented classes/programs offered in the district.
- Artistic = The student is served in any of the (district- or state-funded) artistically gifted and talented classes/programs offered in the district.
- Both = The student is served in any of the (district- or state-funded) academically and artistically gifted and talented classes/programs offered in the district.

- Migrant

- No = The student is not a migratory student.
- Yes = The student is a migratory student. A migratory student is a student who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher and who, in the preceding thirty-six months, to obtain temporary or seasonal employment in agricultural or fishing work:
 - 1) has moved from one school district to another or
 - 2) resides in a school district of more than 15,000 square miles and migrates a distance of twenty miles or more to a temporary residence to engage in a fishing activity.

- Al Sch (Alternative School Program)

- No = The student is not in an alternative school program.
- Yes = The student is or has been enrolled during the current school year in a program “designed to provide appropriate services to students who for behavioral or academic reasons are not benefiting from regular school program or may be interfering with the learning of others.” (South Carolina Code of Laws, 1976 [as amended, 1990]; Chapter 63, Title 59, Article 13; § 59-63-1300).

- M (Meals)

- No = The student is not eligible for free or reduced-price lunch status.
- F = The student is eligible for free lunch status.
- R = The student is eligible for reduced-price lunch status.

APPENDIX A

- IEP—Code either “None” or one or more of the following codes, as indicated by the student’s IEP.

None	=	Not officially recorded as disabled
AU	=	Autism
DB	=	Deaf-Blindness
ED	=	Emotionally Disabled
EM	=	Educable Mentally Disabled
H	=	Hearing Impaired
LD	=	Learning Disability
M	=	Multiple-Disabled
OHI	=	Other Health Impaired
OI	=	Orthopedically Impaired
PMD	=	Profoundly Mentally Disabled
SP	=	Speech or Language Impaired
TBI	=	Traumatic Brain Injury
TM	=	Trainable Mentally Disabled
V	=	Visually Impaired

- Birth Date
- Student ID—Begin writing the number in the first box.
- State ID (formerly known as SUNS for Testing)

The State ID appears in the Alternate ID field in the student atom of SASI. The State ID is the new, unique state ID that is automatically assigned when a student enrolls or transfers into your school.

If a State ID does not appear by a student’s name on either roster provided by the testing contractor, the TA should hand-code that student’s State ID on the student’s test booklet.

CODING OF FORM C CUSTOMIZED ANSWER DOCUMENTS

The following fields must be completed for all scorable customized answer documents.

- District Name
- School Name
- Teacher Name
- Student Name—Use legal names only; no nicknames.
- Birth Date
- Gender
- Grade
- Test Date—Provide the month and the day the test was taken.
- Ethnicity—**Only one** selection is possible. See table for a list of descriptions.

African American—The student has origins in any of the original racial groups of Africa (not of Hispanic origin).

African American/American Indian—The student has origins that reflect both African American and Native American heritage.

American Indian—The student has origins in any of the original peoples of North and South America (including Central America) and maintains cultural identification through affiliation or community recognition.

Asian—The student has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Hawaiian-Pacific Islander—The student has origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Hispanic—The student is a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

White—The student has origins in any of the original peoples of Europe, North Africa, or the Middle East (not of Hispanic origin).

White/African American—The student has origins that reflect both White and African American heritage.

White/American Indian—The student has origins that reflect both White and Native American heritage.

White/Asian—The student has origins that reflect both White and Asian heritage.

Other—The student has origins that are different from those listed above.

- Current Course
- Special Request Code (if applicable)—See page C-3 for further information.

- **ESL**

1 – Pre-functional

The student scored at this level on the ELP and receives ESOL services.
(The student is classified as ESL 1 in SASI.)

2 – Beginner

The student scored at this level on the ELP and receives ESOL services.
(The student is classified as ESL 2 in SASI.)

3 – Intermediate

The student scored at this level on the ELP and receives ESOL services.
(The student is classified as ESL 3 in SASI.)

4 – Advanced

The student scored at this level on the ELP and receives ESOL services.
(The student is classified as ESL 4 in SASI.)

5 – Full English Proficient

The student scored proficient at least once on the ELP and receives some limited ESOL services from the ESOL or mainstream teacher. The student may still receive accommodations. (The student is classified as ESL 5 in SASI.)

7 – Title III Exited

The student scored proficient three years consecutively on the ELP and is then monitored for two years. The student may still receive accommodations as needed.
(The student is classified as ESL 7 in SASI.)

8 – English Speaker I

The student is a former ESOL student who scored proficient on PACT ELA and mathematics or who passed HSAP ELA and mathematics.
(The student is classified as ESL 8 in SASI.)

9 – English Speaker II

The student is an English speaker and was never coded as an ESOL student.
(The student is classified as ESL 9 in SASI.)

A – Pre-functional Waiver

The student scored “Pre-functional” on the ELP and is not receiving direct ESOL services based on parent refusal. The student is served by mainstream teachers only.
(The student is classified as ESL A in SASI.)

B – Beginner Waiver

The student scored “Beginner” on the ELP and is not receiving direct ESOL services based on parent refusal. The student is served by mainstream teachers only.
(The student is classified as ESL B in SASI.)

C – Intermediate Waiver

The student scored “Intermediate” on the ELP and is not receiving direct ESOL services based on parent refusal. The student is served by mainstream teachers only.
(The student is classified as ESL C in SASI.)

D – Advanced Waiver

The student scored “Advanced” on the ELP and is not receiving direct ESOL services based on parent refusal. The student is served by mainstream teachers only.
(The student is classified as ESL D in SASI.)

• G (Gifted and Talented)

Note: An AP program is not an academically/artistically gifted program.

No	=	The student does not participate in either the academically gifted and talented or artistically gifted and talented classes/programs offered in the district.
Academic	=	The student is served in any of the (district- or state-funded) academically gifted and talented classes/programs offered in the district.
Artistic	=	The student is served in any of the (district- or state-funded) artistically gifted and talented classes/programs offered in the district.
Both	=	The student is served in any of the (district- or state-funded) academically and artistically gifted and talented classes/programs offered in the district.

• Migrant

No	=	The student is not a migratory student.
Yes	=	The student is a migratory student. A migratory student is a student who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher and who, in the preceding thirty-six months, to obtain temporary or seasonal employment in agricultural or fishing work: <ul style="list-style-type: none"> 1) has moved from one school district to another or 2) resides in a school district of more than 15,000 square miles and migrates a distance of twenty miles or more to a temporary residence to engage in a fishing activity.

• Al Sch (Alternative School Program)

No	=	The student is not in an alternative school program.
Yes	=	The student is or has been enrolled during the current school year in a program “designed to provide appropriate services to students who for behavioral or academic reasons are not benefiting from regular school program or may be interfering with the learning of others.” (South Carolina Code of Laws, 1976 [as amended, 1990]; Chapter 63, Title 59, Article 13; § 59-63-1300).

• M (Meals)

No	=	The student is not eligible for free or reduced-price lunch status.
F	=	The student is eligible for free lunch status.
R	=	The student is eligible for reduced-price lunch status.

• 504 (504 Accommodation Plan)

No	=	The student does not have a 504 Accommodation Plan.
Yes	=	The student has a 504 Accommodation Plan.

APPENDIX A

- **Make-Up**—Indicate if the test was administered as a make-up.
- **Customized Materials**—Indicate all customized materials that the student used.
- **Modifications**—English 1 only. Indicate modifications that the student received during testing for the English 1 test. Appendix C lists descriptions of modifications.
- **Accommodations**—Indicate all accommodations that the student received during testing. Appendix C lists descriptions of all accommodations.
- **IEP**—Code either “None” or one or more of the following codes, as indicated by the student’s IEP.

None	=	Not officially recorded as disabled
AU	=	Autism
DB	=	Deaf-Blindness
ED	=	Emotionally Disabled
EM	=	Educable Mentally Disabled
H	=	Hearing Impaired
LD	=	Learning Disability
M	=	Multiple-Disabled
OHI	=	Other Health Impaired
OI	=	Orthopedically Impaired
PMD	=	Profoundly Mentally Disabled
SP	=	Speech or Language Impaired
TBI	=	Traumatic Brain Injury
TM	=	Trainable Mentally Disabled
V	=	Visually Impaired

- **Student ID**—Begin writing the number in the first box.
- **State ID** (formerly known as SUNS for Testing)

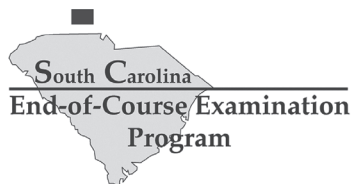
The State ID appears in the Alternate ID field in the student atom of SASI. The State ID is the new, unique state ID that is automatically assigned when a student enrolls or transfers into your school.

If a State ID does not appear by a student’s name on either roster provided by the testing contractor, the TA should hand-code that student’s State ID on the student’s test booklet.

SCANNABLE FORMS

In this appendix, you will find a sample of the following forms:

- School/Class Header Sheet
- Sample of a Form A and a Form C Answer Document



School / Class Header Sheet

2006 - 2007

MARKING DIRECTIONS

- Use only No. 2 lead. No ink or ballpoint pen.
- Completely grid each circle.
- Cleanly erase any marks you wish to change.
- Make NO stray marks on this sheet.

PLEASE PRINT

School Name: _____

District Name: _____

INSTRUCTIONS FOR COMPLETING THIS SHEET

- Prepare a separate School/Class Header Sheet for each class/subject area tested.
- Print and grid the teacher's name. Class rosters are based on the teacher's name below.
- Print and grid the number of answer documents returned under this sheet. Use leading zeros if necessary.
- Print and grid the SASI Course/Section Number. If you do not use all four columns to record the Section Number of the Instructional Activity Code, use leading zeros. (See the Test Administration Manual for complete directions.)
- BEDS Code for — Print and grid the BEDS code using final three digits of — home school students.....888

Teacher's Name																								
Last																							FI	MI
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

BEDS CODE									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Total Answer Documents Returned for Scoring Under this Class Sheet									
Completed Answer Documents (Test Administrator) _____									
Please enter the total number of answer documents being returned under this School/Class Header Sheet, with leading zeros (if necessary), and grid the corresponding bubbles.									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

SASI Course/Section Number									
Instructional Activity Code				District Defined	Academic Tag	Unit Tag	Section Number		
0	0	0	0	0	0	A	A	0	0
1	1	1	1	1	1	B	B	1	1
2	2	2	2	2	2	C	C	2	2
3	3	3	3	3	3	D	D	3	3
4	4	4	4	4	4	E	E	4	4
5	5	5	5	5	5	F	F	5	5
6	6	6	6	6	6	G	G	6	6
7	7	7	7	7	7	H	H	7	7
8	8	8	8	8	8	I	I	8	8
9	9	9	9	9	9	J	J	9	9
A	A	A	A			K	K	A	A
B	B	B	B			L	L	B	B
C	C	C	C			M	M	C	C
D	D	D	D			N	N	D	D
E	E	E	E			O	O	E	E
F	F	F	F			P	P	F	F
G	G	G	G			Q	Q	G	G
H	H	H	H			R	R	H	H
I	I	I	I			S	S	I	I
J	J	J	J			T	T	J	J
K	K	K	K			U	U	K	K
L	L	L	L			V	V	L	L
M	M	M	M			W	W	M	M
N	N	N	N			X	X	N	N
O	O	O	O			Y	Y	O	O
P	P	P	P			Z	Z	P	P
Q	Q	Q	Q					Q	Q
R	R	R	R					R	R
S	S	S	S					S	S
T	T	T	T					T	T
U	U	U	U					U	U
V	V	V	V					V	V
W	W	W	W					W	W
X	X	X	X					X	X
Y	Y	Y	Y					Y	Y
Z	Z	Z	Z					Z	Z

Verified by: _____ / _____
 Test Administrator's name (Signed) (Printed)

STATE ASSESSMENT SYSTEM SDE-12-0001

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End-of-Course Examination Program

Please print. (Use only No. 2 lead.)

Algebra 1 / Mathematics for the Technologies 2
Fall 2006 District Name _____

District Name

School Name _____

Teacher Name _____

[illegible]

Pre-ID

Test Date		Form #	Grade
Month	Day		
<input type="radio"/> Jan			<input type="radio"/> 06
<input type="radio"/> Feb			<input type="radio"/> 07
<input type="radio"/> Mar	<input type="text" value="0"/> <input type="text" value="0"/>	<input type="text" value="0"/> <input type="text" value="0"/>	<input type="radio"/> 08
<input type="radio"/> Apr	<input type="text" value="1"/> <input type="text" value="1"/>	<input type="text" value="1"/> <input type="text" value="1"/>	<input type="radio"/> 09
<input type="radio"/> May	<input type="text" value="2"/> <input type="text" value="2"/>	<input type="text" value="2"/> <input type="text" value="2"/>	<input type="radio"/> 10
<input type="radio"/> Jun	<input type="text" value="3"/> <input type="text" value="3"/>	<input type="text" value="3"/> <input type="text" value="3"/>	<input type="radio"/> 11
<input type="radio"/> Jul	<input type="text" value="4"/>	<input type="text" value="4"/> <input type="text" value="4"/>	<input type="radio"/> 12
<input type="radio"/> Aug	<input type="text" value="5"/>	<input type="text" value="5"/> <input type="text" value="5"/>	
<input type="radio"/> Sep	<input type="text" value="6"/>	<input type="text" value="6"/> <input type="text" value="6"/>	
<input type="radio"/> Oct	<input type="text" value="7"/>	<input type="text" value="7"/> <input type="text" value="7"/>	
<input type="radio"/> Nov	<input type="text" value="8"/>	<input type="text" value="8"/> <input type="text" value="8"/>	
<input type="radio"/> Dec	<input type="text" value="9"/>	<input type="text" value="9"/> <input type="text" value="9"/>	

Current Mathematics Course
<input type="radio"/> Algebra 1
<input type="radio"/> Mathematics for the Technologies 2
<input type="radio"/> Other

The following codes were not pre-coded.

Teachers/Test Administrators must complete these codes for all students, if applicable.

Accommodations
Mark all that apply
<input type="radio"/> Setting
<input type="radio"/> Timing
<input type="radio"/> Scheduling
<input type="radio"/> Presentation
<input type="radio"/> Response options

Make-up
<input type="radio"/>

Special Request Code		
①	①	①
①	①	①
②	②	②
③	③	③

The following codes could have been transmitted through pre-code. Teachers/Test Administrators must complete the fields that were not transmitted by your district.

Not transmitted by your district.

Ethnicity	Gender	G	M	ESL
<input type="radio"/> African American	<input type="radio"/> Male	<input type="radio"/> No	<input type="radio"/> No	<input type="radio"/> Pre-functional
<input type="radio"/> African American/American Indian	<input type="radio"/> Female	<input type="radio"/> Academic	<input type="radio"/> F	<input type="radio"/> Beginner
<input type="radio"/> American Indian		<input type="radio"/> Artistic	<input type="radio"/> R	<input type="radio"/> Intermediate
<input type="radio"/> Asian		<input type="radio"/> Both		<input type="radio"/> Advanced
<input type="radio"/> Hawaiian/Pacific Islander				<input type="radio"/> Full English Proficient
<input type="radio"/> Hispanic				<input type="radio"/> Title III Exited
<input type="radio"/> White				
<input type="radio"/> White/African American				
<input type="radio"/> White/American Indian				
<input type="radio"/> White/Asian				
<input type="radio"/> Other				

504	Migrant	AI Sch
<input type="radio"/> No	<input type="radio"/> No	<input type="radio"/> No
<input type="radio"/> Yes	<input type="radio"/> Yes	<input type="radio"/> Yes

Birth Date				Student ID												State ID											
Month	Day	Year																									
<input type="radio"/> Jan		19																									
<input type="radio"/> Feb																											
<input type="radio"/> Mar	0 0	0 0		0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0																				
<input type="radio"/> Apr	1 1	1 1		1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1																				
<input type="radio"/> May	2 2	2 2		2 2 2 2 2 2 2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2 2 2 2 2 2 2	2 2 2 2 2 2 2 2 2 2 2 2 2 2																				
<input type="radio"/> Jun	3 3	3 3		3 3 3 3 3 3 3 3 3 3 3 3 3 3	3 3 3 3 3 3 3 3 3 3 3 3 3 3	3 3 3 3 3 3 3 3 3 3 3 3 3 3	3 3 3 3 3 3 3 3 3 3 3 3 3 3																				
<input type="radio"/> Jul	4	4 4		4 4 4 4 4 4 4 4 4 4 4 4 4 4	4 4 4 4 4 4 4 4 4 4 4 4 4 4	4 4 4 4 4 4 4 4 4 4 4 4 4 4	4 4 4 4 4 4 4 4 4 4 4 4 4 4																				
<input type="radio"/> Aug	5	5 5		5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5																				
<input type="radio"/> Sep	6	6 6		6 6 6 6 6 6 6 6 6 6 6 6 6 6	6 6 6 6 6 6 6 6 6 6 6 6 6 6	6 6 6 6 6 6 6 6 6 6 6 6 6 6	6 6 6 6 6 6 6 6 6 6 6 6 6 6																				
<input type="radio"/> Oct	7	7 7		7 7 7 7 7 7 7 7 7 7 7 7 7 7	7 7 7 7 7 7 7 7 7 7 7 7 7 7	7 7 7 7 7 7 7 7 7 7 7 7 7 7	7 7 7 7 7 7 7 7 7 7 7 7 7 7																				
<input type="radio"/> Nov	8	8 8		8 8 8 8 8 8 8 8 8 8 8 8 8 8	8 8 8 8 8 8 8 8 8 8 8 8 8 8	8 8 8 8 8 8 8 8 8 8 8 8 8 8	8 8 8 8 8 8 8 8 8 8 8 8 8 8																				
<input type="radio"/> Dec	9	9 9		9 9 9 9 9 9 9 9 9 9 9 9 9 9	9 9 9 9 9 9 9 9 9 9 9 9 9 9	9 9 9 9 9 9 9 9 9 9 9 9 9 9	9 9 9 9 9 9 9 9 9 9 9 9 9 9																				

IEP
Mark all that apply
<input type="checkbox"/> None <input type="checkbox"/> OHI
<input type="checkbox"/> AU <input type="checkbox"/> OI
<input type="checkbox"/> DB <input type="checkbox"/> PMD
<input type="checkbox"/> ED <input type="checkbox"/> SP
<input type="checkbox"/> EM <input type="checkbox"/> TBI
<input type="checkbox"/> H <input type="checkbox"/> TM
<input type="checkbox"/> LD <input type="checkbox"/> V
<input type="checkbox"/> M

Answers (Use only No. 2 lead.)

1. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	13. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	25. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	37. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	49. <u>A</u> <u>B</u> <u>C</u> <u>D</u>
2. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	14. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	26. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	38. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	50. <u>F</u> <u>G</u> <u>H</u> <u>I</u>
3. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	15. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	27. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	39. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	
4. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	16. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	28. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	40. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	
5. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	17. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	29. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	41. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	
6. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	18. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	30. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	42. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	
7. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	19. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	31. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	43. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	
8. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	20. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	32. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	44. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	
9. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	21. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	33. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	45. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	
10. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	22. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	34. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	46. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	
11. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	23. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	35. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	47. <u>A</u> <u>B</u> <u>C</u> <u>D</u>	
12. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	24. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	36. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	48. <u>F</u> <u>G</u> <u>H</u> <u>I</u>	

Questionnaire Responses

1. $\overline{A} B C D$	10. $A B C D E$
2. $A \overline{B} C D$	11. $A B$
3. $A B \overline{C}$	12. $A \overline{B} C D E$
4. $A B$	13. $A B C D E$
5. $A B C D E$	14. $A B$
6. $A B$	15. $A B$
7. $A B C D$	16. $A B C D$
8. $A B C D E$	17. $A B C D E$
9. $A B C D E$	

Start Time	Stop Time
------------	-----------

Hour	Min.	Hour	Min.
7 12	00	7 12	00
8 1	15	8 1	15
9 2	30	9 2	30
10 3	45	10 3	45
11 4		11 4	

Form C

District Name

School Name _____

Teacher Name _____

Please print. (Use only No. 2 lead.)

[illegible]

Test Date		
Month	Day	
<input type="radio"/> Jan		
<input type="radio"/> Feb		
<input type="radio"/> Mar	<input type="text" value="0"/>	<input type="text" value="0"/>
<input type="radio"/> Apr	<input type="text" value="1"/>	<input type="text" value="1"/>
<input type="radio"/> May	<input type="text" value="2"/>	<input type="text" value="2"/>
<input type="radio"/> Jun	<input type="text" value="3"/>	<input type="text" value="3"/>
<input type="radio"/> Jul		<input type="text" value="4"/>
<input type="radio"/> Aug		<input type="text" value="5"/>
<input type="radio"/> Sep		<input type="text" value="6"/>
<input type="radio"/> Oct		<input type="text" value="7"/>
<input type="radio"/> Nov		<input type="text" value="8"/>
<input type="radio"/> Dec		<input type="text" value="9"/>

Grade
<input type="radio"/> 06
<input type="radio"/> 07
<input type="radio"/> 08
<input type="radio"/> 09
<input type="radio"/> 10
<input type="radio"/> 11
<input type="radio"/> 12

Current Mathematics Course
<input type="radio"/> Algebra 1
<input type="radio"/> Mathematics for the Technologies 2
<input type="radio"/> Other

Teachers/Test Administrators must complete these codes for all students, if applicable.

Accommodations
Mark all that apply
<input type="radio"/> Setting
<input type="radio"/> Timing
<input type="radio"/> Scheduling
<input type="radio"/> Presentation
<input type="radio"/> Response options

Make-up
<input type="radio"/>

Special Request Code		
①	①	①
①	①	①
②	②	②
③	③	③

Customized Mats.
Mark all that apply
<input type="radio"/> Braille
<input type="radio"/> Large-Print
<input type="radio"/> Loose-Leaf
<input type="radio"/> Form C
<input type="radio"/> Oral Admin. Script
<input type="radio"/> Audiocassette
<input type="radio"/> Signed Videotape

The following codes could have been transmitted through pre-code. Teachers/Test Administrators must complete the fields that were not transmitted by your district.

[illegible]

1. A B C D	13. A B C D	25. A B C D	37. A B C D	49. A B C D
2. F G H I	14. F G H I	26. F G H I	38. F G H I	50. F G H I
3. A B C D	15. A B C D	27. A B C D	39. A B C D	
4. F G H I	16. F G H I	28. F G H I	40. F G H I	
5. A B C D	17. A B C D	29. A B C D	41. A B C D	
6. F G H I	18. F G H I	30. F G H I	42. F G H I	
7. A B C D	19. A B C D	31. A B C D	43. A B C D	
8. F G H I	20. F G H I	32. F G H I	44. F G H I	
9. A B C D	21. A B C D	33. A B C D	45. A B C D	
10. F G H I	22. F G H I	34. F G H I	46. F G H I	
11. A B C D	23. A B C D	35. A B C D	47. A B C D	
12. F G H I	24. F G H I	36. F G H I	48. F G H I	

Questionnaire Responses

1. (A) (B) (C) (D) (E)
2. (A) (B)
3. (A) (B) (C)
4. (A) (B)
5. (A) (B) (C) (D)
6. (A) (B) (C) (D)
7. (A) (B) (C)

Start Time		Stop Time	
Hour	Min.	Hour	Min.
7	12	7	12
8	1	8	1
9	2	9	2
10	3	10	3
11	4	11	4

TESTING STUDENTS WITH DOCUMENTED DISABILITIES

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APPENDIX C

A. GENERAL INFORMATION

1. Definition of an Individual with Disabilities

A student with a documented disability is one who has been evaluated and found to meet the eligibility criteria for enrollment in special education as defined by the Individuals with Disabilities Education Act (IDEA 97) and South Carolina State Board of Education Regulation 43-243.1 **or** one who has a disability covered under Section 504 of the Rehabilitation Act of 1973.

2. Test Security Violations

According to S.C. Code Ann. § 59-1-447 (1990), it is a test security violation to test a student without the accommodations, modifications, or customized materials specified in the IEP or 504 Accommodation Plan (e.g., not providing an oral administration specified in the IEP) or with accommodations, modifications, or customized materials not specified in the IEP or 504 Accommodation Plan. See page 7 of this manual for procedures that must be followed to report these security violations.

3. IEP and 504 Accommodation Plan Requirements

- Students with a current Individualized Education Program (IEP) or 504 Accommodation Plan who are enrolled in courses in which the curriculum standards corresponding to the EOCEP tests are taught, regardless of course name or number, **must participate** in the appropriate tests. Students may participate in the assessment in the same manner as other students or with accommodations or modifications.
- The IEP or 504 Accommodation Plan team determines **how** a student with disabilities participates in the EOCEP. Decisions about accommodations or modifications must be made on an individual student basis, not on the basis of the category of disability.
- Accommodations, modifications, and/or supplemental materials and devices must be consistent with those used routinely in classroom instruction and assessment throughout the school year. Any accommodations, modifications, and supplemental materials and devices used for instruction and assessment must be documented in the student's IEP or 504 Accommodation Plan. **Changes made to the IEP or 504 Accommodation Plan immediately before testing may not reflect accommodations or modifications that are in the best interest of the student.**

4. Use of Monitors

A monitor is required for all EOCEP administrations. A Test Administrator (TA) must be in the room at all times when materials are not in locked storage, even if a monitor is present. For more information on monitor duties, see Appendix F in this manual.

5. Special Requests

The IEP team or 504 Accommodation Plan team may determine if a student requires an accommodation, modification, or supplemental material or device that is not specifically addressed in this appendix. The IEP/504 Accommodation Plan team must complete the form located on page C-17 of this appendix to request the use of specific accommodations, modifications, or supplemental materials or devices during testing. This form and accompanying documentation must be routed to the DTC for signature. The DTC should fax this form to Courtney J. Foster at 803-734-3552. **Once approved, you will be given a special request code to enter on the student's test booklet or answer document.** If you have any further questions, contact Courtney at cjfooster@sde.state.sc.us or 803-734-3552.

Note: Special requests are not required for a student who cannot write because of an injury (e.g., sprain, broken bone). Follow the instructions for dictation of responses for broken arms or other similar injuries that prevent students from writing or coding their responses (see page C-10).

B. ACCOMMODATIONS

1. Definition of an Accommodation

An accommodation is defined as a change in the testing environment, procedures, or presentation that does not alter what the test measures or the comparability of scores. The purpose of accommodations is to enable students to participate in an assessment in a way that allows knowledge and skills to be assessed rather than disabilities.

2. Examples of Accommodations

Table I gives some examples of accommodations typically used to access each content area of the EOCEP.

Table I — Accommodations for EOCEP

Accommodation	Examples
Setting	preferential seating, separate location, small-group, individual administration
Timing	frequent breaks, extended breaks
Scheduling	morning or afternoon administration, multiple testing sessions per day, multiple testing days
Presentation	highlighting, cueing, reading aloud, repeating/signing directions, oral or signed administration of mathematics
Response Options	nonverbal indication of answer choices, dictation of responses, braille test responses, responding in the test booklet or on separate pages
Supplemental Materials and Devices	provided by the district (see Section E of this appendix)
Special Requests	see form in Section H of this appendix

Setting

The EOCEP should be administered in a setting appropriate to the student's individual needs. Setting accommodations may include the following:

- preferential seating in the classroom,
- separate location with minimal distractions,
- small-group administration in a separate location, and
- individual administration in a separate location.

Timing

The EOCEP tests are not timed. Students may take as long as they need to complete each test during the school day when possible. Any time accommodations must be monitored to maintain test security.

Timing accommodation may include the following:

- frequent breaks in the testing room without contact with other students and
- extended breaks that may involve contact with other students.

Scheduling

The student may take portions of the EOCEP over several days, as long as all testing is completed by the last day of make-up testing. Students may not go back to previously completed sections of the test.

Scheduling accommodations may include the following:

- administering the test in the afternoon rather than the morning,
- administering the test in one day with several testing sessions per day, and
- administering the test over several days with one or several testing sessions per day.

Refer to page C-10 for procedures on implementing scheduling accommodations.

Presentation

The student may require presentation accommodations or a customized format of the test. These accommodations may include the following:

- **Highlighting within the test—Highlighting can be done on any customized form of the EOCEP test booklet** because all responses are marked or transferred to a customized answer document.
 - The **TA** may highlight key words or phrases in the directions. For example, TAs may highlight phrases such as “Read this story and answer questions 6–10” in the student’s test booklet.
 - The **student** may highlight words, phrases, sentences, and so on, in test items.
- **Cueing**—The TA may write cues, use cue symbols, or orally cue the **directions only** in the test booklet (e.g., providing arrows, stop signs, or phrases such as “Read this”).

- **Student reading test aloud to himself or herself**—A student may read the test questions aloud to himself or herself. This accommodation requires an individual administration of the test.
- **Student repeating/signing directions to the TA or interpreter**—The student may ask for clarification of the directions or sign the directions to demonstrate his or her understanding.
- **Directions in sign language**—TAs may sign, cue, or communicate through a sign language interpreter or transliterator directions or other information that is normally read aloud to students. **This does NOT require a sign language videotape.**
- **Customized materials**—The DTC must order these materials from the contractor. For more information about customized materials, see Section D of this appendix.
- **Oral or Signed administration**—For oral and signed administrations, the directions, questions, and some answer choices are read aloud or signed to the student. These administrations of Algebra 1/Mathematics for the Technologies 2, Physical Science, and USHC tests are accommodations because these tests assess knowledge of content standards, not reading ability. Oral and signed administrations of the English 1 test are modifications. (See page C-6.) The oral scripts, audiotapes, and videotapes needed for these administrations must be ordered separately from the contractor. See Section D of this appendix for information on these customized materials.

Response Options

The student may require an alternative method of responding to a test question. The procedures for using the alternative response options are in Section F of this appendix. Response options may include the following:

- **Nonverbal indication of answer choices**—Students may indicate their answer choices nonverbally (e.g., by pointing, by using a personal communication device). A monitor must be present during this administration to verify that the student's responses were recorded accurately.
- **Dictation of responses**—Students may dictate their answer choices to the TA verbally or with a voice-activated device. This accommodation requires an individual administration. A monitor must be present to verify that the answer choices are recorded correctly. Refer to page C-10 for the administration procedures for dictating responses.
- **Braille response options**—Students may use a braillewriter, slate and stylus, or electronic braille note-taking device to answer test items. A TA and monitor must transfer the student's responses to the appropriate answer document.
- **Responding in the test booklet or on separate pages**—Students may mark their responses directly in their test booklets or on separate pieces of paper. The TA and monitor must transfer the student's responses onto his or her answer document and verify that the answer choices are recorded correctly.

APPENDIX C

C. MODIFICATIONS

1. Definition of a Modification

A modification is defined as a change in the testing environment, procedures, or presentation that **alters the construct that a test measures**.

Note: The student's permanent record and any other school documents that contain scores from a modified administration must state that the student used modifications.

2. Examples of Modifications

Table II gives some examples of modifications typically used to access each content area of the EOCEP.

Table II — Modifications for EOCEP

Subject	Examples
English 1	oral/signed administration, special request
Algebra 1/Mathematics for the Technologies 2	special request
Physical Science	special request
U.S. History and the Constitution	special request

Oral or Signed Administration of English 1

For oral and signed administrations, the directions, questions, and some answer choices are read aloud or signed to the student. These administrations of the English 1 test are modifications. The oral scripts, audiotapes, and videotapes needed for these administrations must be ordered separately from the contractor. See Section D of this appendix for information on these customized materials.

APPENDIX C

D. CUSTOMIZED MATERIALS

Customized test materials will be provided as ordered by the district. No overage will be sent. Table III presents the types of customized materials used during the EOCEP.

Table III — Customized Materials (Form C) for EOCEP

Test Materials	For the student who:	The TA will:
Braille Test Booklet	reads classroom materials in braille and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a Form C answer document or transfer the student's responses to the Form C answer document to return for scoring
Large-Print Test Booklet	has difficulty reading text in a standard-size font and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a Form C answer document or transfer the student's responses to the Form C answer document to return for scoring
Loose-Leaf Test Booklet	needs to remove individual pages, and/or needs one item per page, and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a Form C answer document or transfer the student's responses to the Form C answer document to return for scoring
Form C Test Booklet	is deaf or hard of hearing, with or without a signed administration, or needs an oral administration and no other customized form	verify that the student's multiple-choice responses are marked on a Form C answer document or transfer the student's responses to the Form C answer document to return for scoring
Oral Administration Script/ Audiotape	needs an oral administration and can be used with any customized form	verify that the student's multiple-choice responses are marked on a Form C answer document or transfer the student's responses to the Form C answer document to return for scoring
Sign Language Videotapes (ASL, PSE)	needs a signed administration (all directions, questions and most answer choices are signed)	verify that the student's multiple-choice responses are marked on a Form C answer document or transfer the student's responses to the Form C answer document to return for scoring

1. **Braille Test booklets**—The braille version has been reviewed for bias against students who are blind or visually impaired. This version is spiral bound with 11½" × 11" interpoint braille pages. Student responses must be transferred to a **Form C** answer document.

When a braille test booklet is ordered, a print **Form C** test booklet and answer document are automatically sent with the order.

2. **Large-Print Test booklets**—The large-print version is a 9" × 12" spiral-bound booklet in 18-point sans serif type. Student responses must be transferred to a **Form C** answer document.

When a large-print test booklet is ordered, a **Form C** answer document is automatically sent with the order.

3. **Loose-Leaf Test booklets**—These test booklets are printed single-sided and placed in 3-ring binders. The individual pages can be removed so that the students can write or type answers. This form contains one test question per page. The TA may remove and reinsert the pages for the student. All pages must be reinserted correctly if removed. Student responses must be transferred to a **Form C** answer document.

When a loose-leaf test booklet is ordered, a **Form C** answer document is automatically sent with the order.

4. **Form C Test booklets**—This booklet comes in an 8½" × 11" double-sided, saddle-stitched booklet printed in a 12-point font. Student responses must be marked on a **Form C** answer document. The **Form C** test booklet is used for both an oral administration and a signed administration.

When a Form C test booklet is ordered, a **Form C** answer document is automatically sent with the order.

5. **Oral Administration Script/Audiotape**—These materials must be used with a Form C, loose-leaf, braille, or large-print test booklet.

Scripts provide the directions to a TA regarding the appropriate way to read test questions, passages, and some answer choices to the student(s). The DTC must order the oral script through the test contractor according to the number of TAs who need them.

Audiotapes provide the students with the test questions, passages, and some answer choices. Audiotapes must be ordered according to the number of students or TAs who need them.

6. **Sign Language Videotapes**—The sign language videotapes for Algebra 1/ Mathematics for the Technologies 2, English 1, and Physical Science include the test directions, questions, and some answer choices. Videotapes are available for students in ASL and PSE.

Note: If the student needs only the directions signed, do not order a videotape.

APPENDIX C

E. SUPPLEMENTAL MATERIALS AND DEVICES

Students should be reminded to wear prescribed eyeglasses or hearing aids for testing.

Students with disabilities may use the following supplemental materials in conjunction with any test form. Supplemental materials and devices should be those used with the student's daily instruction and documented in the IEP or 504 Accommodation Plan. **If any of these materials are used, the district or school must supply them.**

- Amplification equipment or special acoustics (e.g., auditory trainer, sound-field system)
- Magnifying device or special lighting (e.g., closed-circuit television, optical low-vision aid)
- Color overlays
- Pointer, noncalibrated ruler, template, or other devices to assist in maintaining visual attention
- Braillewriter, braille note-taking device, typewriter, or word processor
- Pencil grips or large-diameter pencil
- Special adaptive/assistive devices (e.g., adaptive keyboard, voice synthesizer, calculator)

Note: If a student uses a computer-based calculator, the TA must disable any application not allowed by the calculator use policy beginning on page 12 of this manual.

- Tape recorder and cassette
- Television monitor and VCR
- Adaptive or special furniture
- Abacus or number line

Note: If the student creates his or her own number line **OR** if the TA gives the student a blank number line, this is an accommodation. If the TA gives the student a completed number line, the use of the number line is a modification. The number line should be returned with the test booklet and other materials at the end of the testing period.

- Manipulatives

Note: Certain manipulatives may be used as an accommodation or a modification depending on the subject area and the purpose of the tactile device. Generally, if the manipulative is used for counting, it is considered an accommodation.

For materials and devices not related to those listed, please see Section H of this appendix for the special request form.

F. ADMINISTRATION PROCEDURES

The TA will read all test directions as written. Wording changes may be needed depending on the mode of response used by the student. (Example: Instead of telling a student to “Mark your answers on your answer document,” you may say, “Point to your answer and I will mark your answer on your answer document.”)

Some specific procedures for administering the EOCEP are listed below.

Scheduling

1. Estimate the duration of each testing session for the student. This should be based on IEP documentation of the time a student typically works on a task. Determine whether the student can complete the test in one day or over several days.
2. If it is determined that the student requires testing over several days, divide the test into “sections” according to the time allotted for each test session. Each section should end with the last question on an odd-numbered page so that the student is not able to see test questions for the next session.
3. During each testing session, the student may work only on test questions for that section. The student may not go back and work on any section from a previous session.

Nonverbal Indication of Answer Choices

1. A monitor **must** be present during the administration to verify that a student’s answer choices are recorded correctly. In addition, the TA **may** choose to videotape the administration.
2. The student will indicate his or her answers nonverbally by pointing or by using a personal communication device. The TA will mark the student’s answer on his or her answer document.
3. The videotape (if applicable) must be labeled and returned with the test booklet to the contractor.
4. Follow the directions for identifying and returning materials beginning on page C-14.

Responding in the Test Booklet or on Separate Pages

1. A monitor **must** be present during the entire session to verify that a student’s answer choices are recorded correctly. In addition, the TA may choose to tape-record the administration.
2. The student marks his or her answers directly in the test booklet or on separate pages.
3. The TA transfers the student’s responses onto his or her answer document.
4. Follow the directions for return procedures beginning on page C-14.

Dictation of Responses

1. A monitor **must** be present during the entire session to verify that a student’s answer choices are recorded correctly. In addition, the TA may choose to tape-record the administration.
2. The student dictates his or her answer choices to the TA. The TA marks the student’s responses on the answer document.
3. Follow the directions for return procedures beginning on page C-14.

Braille Responses

1. Students may use a braillewriter, slate and stylus, or electronic braille note taker, provided by the district, to answer test items.
2. Answers marked in the test booklet or submitted in braille must be transferred by the TA to a Form C answer document.
3. If the student reads his or her braille responses aloud to the TA, this portion of the administration must be audiotaped **or** a monitor must be present during the administration to verify that the student's answer choices were recorded correctly.
4. The student's brailled responses must be identified and returned with the braille test booklet to the contractor with the nonscorable shipment.
5. Follow the directions for identifying and returning materials beginning on page C-14.

Oral Administration

Oral administration of English 1 is a modification. Oral administration of Algebra 1/Mathematics for the Technologies 2, Physical Science, and U.S. History and the Constitution is an accommodation.

To prepare for the oral administration of the test, the TA may review the Oral Administration Script 2 days before the test. (For example, if testing begins on Monday, reviews may take place on Thursday and Friday of the previous week.) All reviews must take place at the school with no students present and be coordinated through the STC with adherence to test security procedures.

Since the audiotape will administer the test to the student, it may not be reviewed by the TA prior to testing.

Formats for Oral Administration**Format 1: Tape Player Operated by Student**

Students using this format should already know how to use a tape player, and oral administration should be one of their primary instructional modes. The tape player should be the type that the student ordinarily uses during instruction.

- a. Each student uses headphones and operates a tape player provided by the school.
- b. Students may test individually or in small groups. A tape player and headphones must be supplied for each student.

Format 2: Tape Player Operated by TA

- a. The TA operates a tape player provided by the school.
- b. Students may test individually or in a small group. If the small-group option is used, it is strongly recommended that all of the students in the group be able to work at the same pace.

Oral Administration Procedures for Formats 1 and 2

1. Make sure that you have the appropriate and correct number of audiotapes, headphones, and tape players.
2. The TA begins by reading aloud the administrative directions from the appropriate pages in this *Test Administration Manual* (TAM). The TA will be directed when to begin the oral administration audiotape.
3. Students will work at their own pace and may replay passages and/or questions or ask that passages and/or questions be replayed as needed.
4. Students are directed to raise their hands and ask the TA for assistance if they need to have words in graphs or diagrams read aloud to them. Therefore, if a TA has a small group of students using audiotapes, it is advisable that the TA also have an oral script available.
 - You are allowed to read only what is printed in the oral script. Read the answer choices as directed in the oral script, even if the student chooses an answer before you have finished reading. Students may be required to read information presented in the graphics (e.g., tables, pictures, charts) or in the answer choices.
5. Although some conversation between the student(s) and TA is expected, **discussion concerning interpretation of any test item content is not permitted**. Do not converse with students about any test items. Try to respond to student questions by rereading instructions, passages, or test questions as needed.

Format 3: Oral Script to Be Read by TA

- a. The TA reads aloud from the oral script.
- b. Students may test individually or in small groups. If the small-group option is used, it is strongly recommended that all of the students in the group be able to work at the same pace.

Oral Administration Procedures for Format 3

1. Begin by reading aloud the administration directions from the appropriate pages in the TAM. The TA will be directed when to begin the oral script.
2. Read the script exactly as it is written. No modifications in the wording of the test questions are allowed. An unconscious pause or change of inflection and/or facial expression can be misleading or distracting to the student.
3. Each question is printed directly in the script. Allow breaks in your voice to convey commas, end-of-sentence punctuation, and paragraph breaks. Pause between questions or statements and after reading answer choices to give the student time to review and respond to each test item.
4. Special instructions for administering particular questions are included as needed. Follow the student's direction as to how quickly or slowly to read. Pause at the student's request.
 - You are allowed to read only what is printed in the oral script. Read the answer choices as directed in the oral script, even if the student chooses an answer before you have finished reading. Students may be required to read information presented in the graphics (e.g., tables, pictures, charts) or in the answer choices.

5. Give the student sufficient time to respond. However, if the student pauses for a considerable period of time, ask the student whether he or she wants you to repeat the item.
 - Students may request to skip an item and return to it later.
 - Repeat passages and/or items as requested. The **entire** passage and/or item must be reread. These may be repeated as many times as is necessary. During small-group administration, if there are numerous requests for repetitions, the TA may choose to reread items **only once** during the testing session and then repeat items as necessary at the end of the testing session.
6. Although some conversation between the student(s) and TA is expected, **discussion concerning the interpretation of any test item content is not permitted**. Do not converse with students about any test items. Try to respond to student questions by rereading instructions, passages, or test questions as needed.

Signed Administration

Signed administration of English 1 is a modification. Signed administrations of Algebra 1/ Mathematics for the Technologies 2, Physical Science, and U.S. History and the Constitution are accommodations. The sign language videotapes include the questions, directions, and most answer choices. Students should only use one videotape (ASL or PSE) during the entire administration.

To prepare for test administration, the TA and/or sign language interpreter may review the videotapes 2 days prior to the EOCEP administration. (For example, if testing begins on Monday, reviews may take place on Thursday and Friday of the previous week.) All reviews must take place at the school with no students present and be coordinated through the STC with adherence to test security procedures. This review is to verify that the signed words will be understood by the student.

1. Begin by signing the administration directions to the students from the Test Administration Manual (TAM). The TA will be directed when to begin the videotape.
2. The videotape will be the “administrator” of the entire test. If a student does not understand a word, the student should first try to fingerspell the unfamiliar word for the TA. The TA can verify whether the student’s fingerspelled word is correct. If the student did not spell the correct word, the TA can fingerspell the word, but not the phrase or an entire passage.
3. Students will work at their own pace and may replay passages and/or questions as needed. These may be repeated as many times as is necessary.
4. Although some conversation between the student(s) and TA is expected, **discussion concerning the interpretation of any test item content is not permitted**. Do not converse with the student(s) about any test questions. Remind students that they may replay the instructions, passages, or test questions as needed.

APPENDIX C

G. RETURN PROCEDURES

1. Identifying Student Materials

The information shown below must be written on all audiotapes and videotapes used to record testing sessions, as well as any additional pages containing student responses. The documents must be returned with the nonscorable materials.

- District Name
- School Name
- Teacher Name
- Student Name
- Student ID
- Test Booklet Security Number

Sample

Thornton District Esposito High School Mr. Shirlin John Smith ID# 123456789012 Security# 90088888

2. Transferring Student Responses

All student responses must be transferred to the appropriate answer document by the TA and the monitor and be carefully checked for accuracy. The TA must mark the student's start and stop times on the answer document.

- Make sure that all the student responses and student demographic information on the answer document are complete.

3. Coding the Answer Documents

- Ensure that all applicable fields on the answer documents are coded correctly. The customized materials, accommodations, and modifications fields must be coded correctly to ensure that students are properly identified for scoring and reporting purposes. (See the following graphics of the coding fields.)

Form C

Customized Mats.
Mark all that apply.
<input type="checkbox"/> Large-Print
<input type="checkbox"/> Loose-Leaf
<input type="checkbox"/> Braille
<input type="checkbox"/> Form C
<input type="checkbox"/> Oral Admin Script
<input type="checkbox"/> Audiocassette
<input type="checkbox"/> Signed Videotape

Algebra, English,
Physical Science, and
USHC

Form A and C

Accommodations
Mark all that apply
<input type="checkbox"/> Setting
<input type="checkbox"/> Timing
<input type="checkbox"/> Scheduling
<input type="checkbox"/> Presentation
<input type="checkbox"/> Response options

Algebra, English,
Physical Science, and
USHC

Form C

Modifications
<input type="checkbox"/> Oral/Signed Administration

English Only

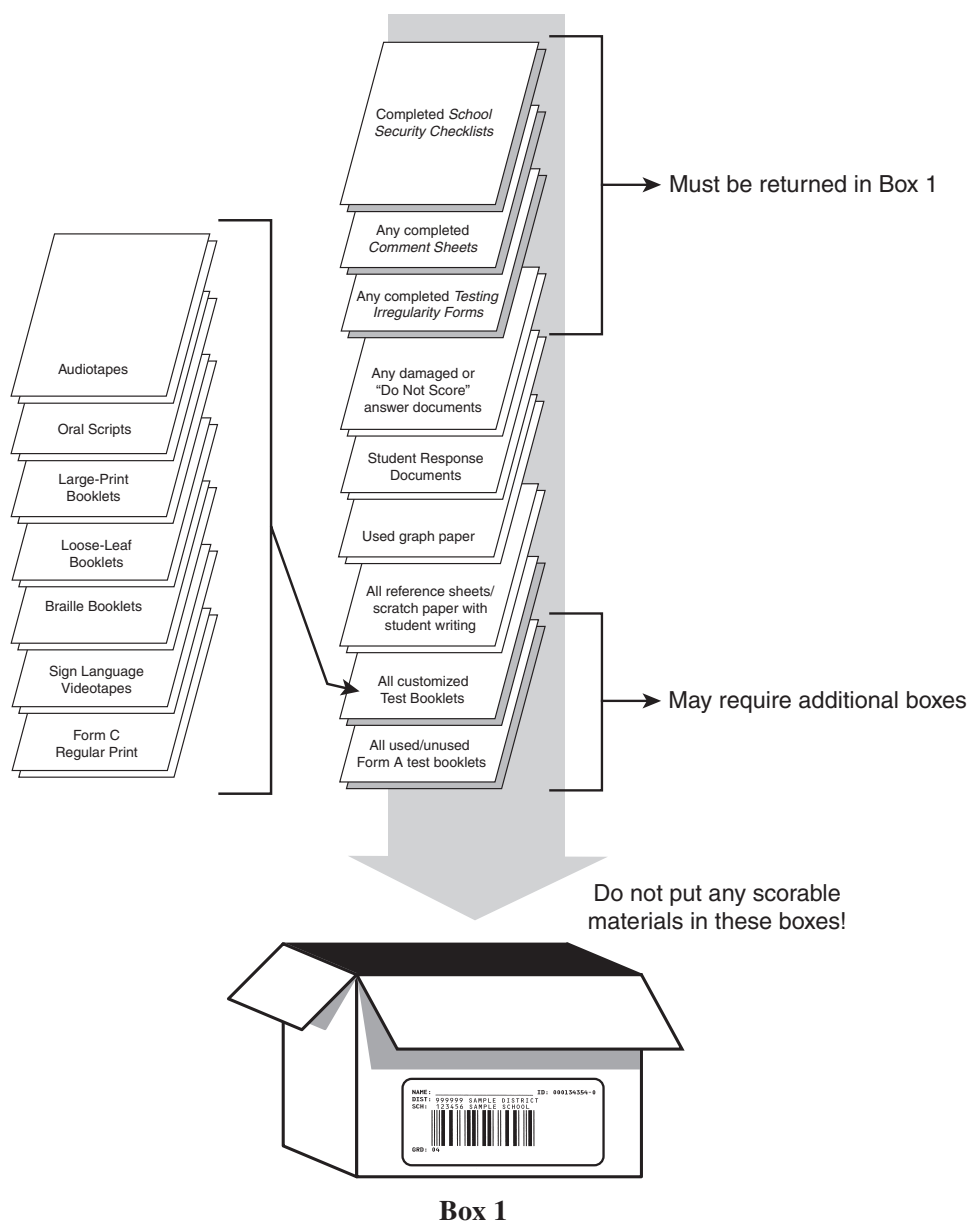
- Record on the Student Make-Up Roster the names of students who missed the test.

Note: The contractor will not edit or verify any fields on the answer document. If information is omitted or coded incorrectly, the test(s) may not be scored correctly. **Rescoring will be done at the expense of the school district.**

4. Packaging Test Materials

- Place the customized answer documents in the box with the scorable materials, under the appropriate completed class sheet.
- Return all the other customized materials with the nonscorable shipment (i.e., oral scripts, customized test booklets, student response documents for students who did not mark their answers on answer documents).
- Return all materials to the STC. Sign-in secure materials on the School Security Checklist.

Returning Nonscorable Materials



H. ADDITIONAL INFORMATION

In this section, you will find the following:

- **Special Request Form**—Use this form to request an accommodation, a modification, or a supplemental device that is not discussed in this appendix. IEP/504 Accommodation Plan documentation **must** accompany the form. You may reproduce this form as necessary.
- **Accommodations and Modifications Tables**—This page may be reproduced for school or district personnel as quick reference to examples of accommodations and modifications for the EOCEP.
- **Customized Materials Table**—This page may be reproduced for school or district personnel as quick reference to the customized materials available for the EOCEP.

APPENDIX C

Office of Assessment Special Request Form For the Fall 2006 Administration of EOCEP

Student Name: _____ SASI ID#: _____

District: _____ State ID#: _____

School: _____

Content area(s) for which request will apply:

Specific accommodation/modification requested:

Reason for requesting accommodation/modification (tell how it will be used):

List of attached IEP documentation (e.g., state assessment information, instructional supports):*

***No request will be accepted without evidence of instructional and assessment alignment.**

School Representative's Signature

School Representative's Phone Number

District Test Coordinator's Name (Print)

District Test Coordinator's Fax Number

District Test Coordinator's Signature

Date

Please fax this form and appropriate documentation to Courtney J. Foster
at 803-734-8527 **one week prior to testing**. You will receive a response by fax within
five business days.

Table I — Accommodations for EOCEP

Accommodation	Examples
Setting	preferential seating, separate location, small-group, individual administration
Timing	frequent breaks, extended breaks
Scheduling	morning or afternoon administration, multiple testing sessions per day, multiple testing days
Presentation	highlighting, cues, reading aloud to self, repeating/signing directions, oral/signed administration, customized forms
Response Options	nonverbal indication of answer choices, dictation of responses, braille responses, responding in the test booklet or separate pages
Supplemental Materials and Devices	provided by the district, see Section E of this appendix
Special Requests	see form in Section H

Table II — Modifications for EOCEP

Subject	Examples
English 1	oral/signed administration, special request
Algebra 1/Mathematics for the Technologies 2	special request
Physical Science	special request
U.S. History and the Constitution	special request

Table III — Customized Materials (Form C) for EOCEP

Test Materials	For the student who:	The TA will:
Braille Test Booklet	reads classroom materials in braille and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a Form C answer document or transfer the student's responses to the Form C answer document to return for scoring
Large-Print Test Booklet	has difficulty reading text in a standard-size font and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a Form C answer document or transfer the student's responses to the Form C answer document to return for scoring
Loose-Leaf Test Booklet	needs to remove individual pages, and/or needs one item per page, and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a Form C answer document or transfer the student's responses to the Form C answer document to return for scoring
Form C Test Booklet	is deaf or hard of hearing, with or without a signed administration, or needs an oral administration and no other customized form	verify that the student's multiple-choice responses are marked on a Form C answer document or transfer the student's responses to the Form C answer document to return for scoring
Oral Administration Script/ Audiotape	needs an oral administration and can be used with any customized form	verify that the student's multiple-choice responses are marked on a Form C answer document or transfer the student's responses to the Form C answer document to return for scoring
Sign Language Videotapes (ASL, PSE)	needs a signed administration (all directions, questions and most answer choices are signed)	verify that the student's multiple-choice responses are marked on a Form C answer document or transfer the student's responses to the Form C answer document to return for scoring

ACCOMMODATIONS FOR LEP STUDENTS

LEP students may use the following accommodations. These accommodations should be determined to be appropriate for individual students and should not be applied to all LEP students indiscriminately. Use of appropriate accommodations should be determined based on the English fluency levels of individual students and should be recorded on the student's accommodations form and kept with the student's ESOL folder. If accommodations are used, complete the appropriate accommodation(s) codes on the inside front cover of the student's test booklet.

- LEP students may receive special test prep instruction prior to the administration of EOCEP. This instruction may cover test format, directions, answer document use and test taking strategies.
- LEP students may use a word-for-word bilingual dictionary during all EOCEP tests. The dictionary **must not** include any examples, pictures, or definitions. Bilingual dictionaries that include examples and/or definitions may only be used during day 1 of ELA subtest.
- The directions may be reworded in any format or language necessary to enable the student to understand the task(s) by repeating in English, using the native language, etc. No other parts of the test may be reworded or translated.
- LEP students may participate in individual or small-group administration by the ESOL teacher or other school or district designee.
- LEP students may receive an oral administration of the EOCEP mathematics, physical science, and history tests. Oral scripts will be used in all cases. The English test cannot be administered orally to LEP students unless they also have a documented disability and the IEP or 504 Accommodation Plan specifies oral administration of the ELA tests. See Appendix C for more information on oral administrations.
- LEP students may take additional time beyond the regularly scheduled test session to complete a test, but the test session cannot exceed the designated day.

ESOL/LEP Students – A limited English proficient (LEP) student is defined as a student who has a primary language other than English and is not proficient in listening, speaking, reading, or writing in the English-speaking classroom as determined by a language assessment instrument and academic content area assessments (these students are coded 1 through 7 (or A, B, C, and D for waiver students in SASI).

Note: The PACT/HSAP/EOCEP tests are not available in alternate language formats.

FORMS

In this appendix, you will find the following forms:

- Two security agreement forms
- Additional Materials Request Form
- School Security Checklist
- “Do Not Disturb” sign
- Student Make-Up Roster
- Testing Irregularity Form
- Comment Sheet



**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
Office of Assessment**

**Agreement to Maintain Test Security and Confidentiality
For District Test Coordinators, School Test Coordinators, and Test Administrators**

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Department of Education must take every step to assure the security and confidentiality of the state test materials. It is the responsibility of those individuals who serve as test coordinators, test administrators, and monitors; those who handle test materials; and/or those who use the results to follow test security laws, regulations, and procedures. The test administration manual for each test provides detailed test security information and administration guidelines. DTCs, STCs, and TAs are expected to read and follow the instructions provided in these manuals.

To help all personnel involved in testing have a common understanding of test security and appropriate testing practices, District and School Test Coordinators must provide appropriate training for these individuals. Test administrators, monitors, and/or other individuals who assist in the distribution and packing of test materials must be familiar with test security laws, regulations, and procedures, as well as with their responsibilities for each test. Test administration manuals and/or other appropriate materials should be distributed to these personnel at least one week prior to the testing window. DTCs and STCs must review test security policies and procedures with them and must encourage them to read all appropriate materials.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide testing program: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), Palmetto Achievement Challenge Tests (PACT), or South Carolina Alternate Assessment (SC-Alt). I acknowledge that I have or will provide appropriate training for all individuals involved in administering or monitoring the tests and/or handling test materials.

I understand the tests are secure, confidential, and proprietary documents owned by the Department of Education. I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the tests to anyone. I will not keep, copy, reproduce, or use in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question, or specific test content. I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secure test, secure administration manual, oral administration script, or any other secure test materials. I will return all test materials on time to the appropriate person or place (i.e., to the District Test Coordinator for School Test Coordinators; to the testing contractor for District Test Coordinators). I will follow all of the state laws and regulations regarding testing ethics and test security.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Print name

District and School

Date



**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
Office of Assessment**

**Agreement to Maintain Test Security and Confidentiality
For Monitors or Other Appropriate Personnel**

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Department of Education must take every step to assure the security and confidentiality of the state test materials. It is the responsibility of those individuals who serve as test coordinators, test administrators, and monitors; those who handle test materials; and/or those who use the results to follow test security laws, regulations, and procedures. The test administration manual for each test provides detailed test security information and administration guidelines.

To help all personnel involved in testing have a common understanding of test security and appropriate testing practices, District and School Test Coordinators must provide appropriate training for these individuals and must encourage them to read and review all instructions provided. Monitors and/or other individuals who assist in the distribution and packing of test materials must be familiar with test security laws, regulations, and procedures, as well as with their responsibilities for each test. Test administration manuals and/or other appropriate instructions should be distributed to these personnel at least one week prior to the testing window. DTCs and/or STCs must review test security policies and procedures with them and must encourage them to read all appropriate materials.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide testing program: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), Palmetto Achievement Challenge Tests (PACT), or South Carolina Alternate Assessment (SC-Alt). I acknowledge that I (have read/will read) the test security laws, regulations, and procedures and other appropriate information given to me about test security and/or my responsibilities regarding the test(s).

I understand the tests are secure, confidential, and proprietary documents owned by the Department of Education. I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the tests to anyone. I will not keep, copy, reproduce, or use in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question, or specific test content. I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secure test, secure administration manual, oral administration script, or any other secure test materials. I will return all test materials to the School Test Coordinator or the District Test Coordinator. I will follow all of the state laws and regulations regarding testing ethics and test security.

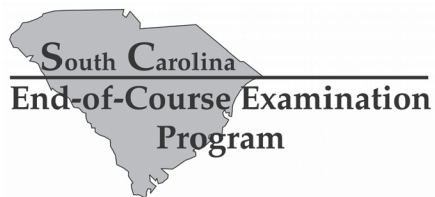
I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

Signature

Print name

District and School

Date



Additional Materials Request Form

School Test Coordinators should use this form to order additional materials. Place orders with your DTC far enough in advance to allow for materials to be shipped to the DTC and distributed to you before test day. All test materials will be shipped to district offices only.

Send this completed form to your DTC.

Date: _____

District Name: _____ BEDS Code: _____

STC Name: _____ School Name: _____

Phone #: _____ Fax #: _____

Item Name	Quantity				
Test Administration Manual					
Do Not Score Labels		48 per sheet – order number of sheets needed			
School/Class Headers					
6-inch Card Stock Rulers		20 per pack – order number of packs needed			
Other (specify)					
Item Name	Algebra 1/ Math for Tech 2	English 1	Physical Science	USHC	
Form A					
Test Booklets					
Answer Documents					
Form C					
Braille Booklets*					
Large-Print Booklets**					
Loose-Leaf Booklets**					
Oral Administration*					
Sign Language Administration*					
Oral Script					
Audiotape					
Signed Videotape – ASL					
Signed Videotape – PSE					

* Includes a print Form C Test Booklet and a Form C Answer Document

** Includes a Form C Answer Document

STC Signature: _____

APPENDIX E

SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comments section for any secure materials that were not received or were not returned to the contractor.

Secure Test Materials:

[illegible]

APPENDIX E

Additional or Make-up Materials:

Use this section to record additional materials received from the District Test Coordinator (DTC) and for documenting materials signed out and in for make-up testing.

Test Name	Security Number Range	TA's Last Name	Sign Out		Sign In		Packaged for Return	
			TA Initials	STC Initials	TA Initials	STC Initials		

Comments:

Security Statement

I certify that I followed and that I instructed test administrators to follow the Test Security Legislation, Regulations, and Procedures and that the secure test materials shown on this Security Checklist have been packaged for return, as outlined in the Test Administration Manual.

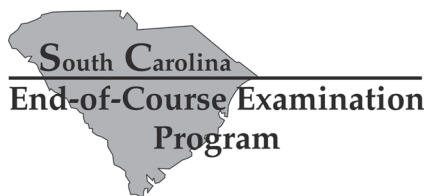
Date: _____

School Test Coordinator's Signature: _____

Date: _____

Principal's Signature: _____

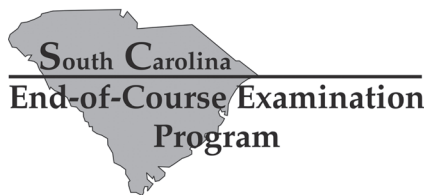
There is a “Do Not Disturb” sign on the reverse side of this page.
Please instruct the TA to post this sign on all doors of the testing room.
You may make as many copies of this sign as you need.



DO NOT DISTURB

End-of-Course Examination Program

**Testing is taking place
in this room.**



STUDENT MAKE-UP ROSTER

District Name _____ Test Administrator _____

School Name _____ EOCEP Subject _____

Any student who partially or totally missed an EOCEP test must be scheduled for make-up.

Directions to the Test Administrator:

1. List the name of each student who needs to make up any test.
2. Complete one roster for each subject.

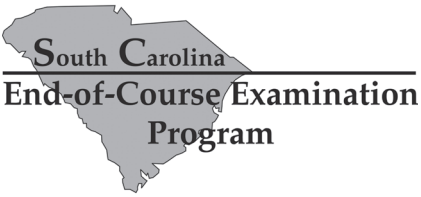
Directions to the Make-Up Test Administrator:

1. If a student attended the make-up testing, write “Yes” in the “Attended Make-Up?” column. If the student did not attend make-up testing, write “No” in the “Attended Make-Up?” column.
2. Upon completion of testing each day, return ALL materials to the STC.

Student's Name	Attended Make-Up?
	Yes or No
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Return this form to the person responsible for scheduling make-up testing.

APPENDIX E



Testing Irregularity Form

Please document any disruption that occurred during testing if it could affect a student's test scores. Provide a description of the event and the actions that were taken in response to it.

School Name: _____

BEDS Code: _____

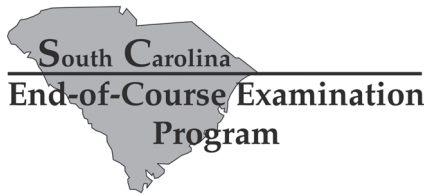
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name of person completing this report: _____

(Please print)

Date: _____

Return this form with the SC EOCEP nonscorable test materials after testing.



Optional

Name: _____
District/School: _____
Date: _____
Phone: _____
E-mail: _____

Subject Tested: _____

Comment Sheet

We welcome your ideas and suggestions for improving the test administration procedures and manuals. If you have comments, please make them on this sheet, remove it from the manual, and return it in your shipment of nonscorable test materials.

RECEIPT AND RETURN OF MATERIALS

TEST ADMINISTRATION DIRECTIONS/MANUALS

Please complete reverse side.

TRAINING RECEIVED

TEST SECURITY/SECURITY CHECKLISTS

CODING ANSWER DOCUMENTS AND USING LABELS

MONITOR DUTIES

- Monitors are encouraged to walk around the room during testing to check that students are marking their answers in the correct section of the answer documents. It is permissible to alert students that their answers are being marked in the wrong section of the answer documents. **However, it is not permissible to stop and read test items or students' responses in students' test booklets or answer documents.**
- Distribute and collect materials needed during testing (e.g., number two pencils, test booklets, calculators, handouts) as directed by the TA.
- Ensure that students receive the correct test booklets and answer documents.
- During testing, ensure that students
 - ✓ receive additional sharpened pencils when needed;
 - ✓ follow directions;
 - ✓ mark their responses in the appropriate area of the answer document;
 - ✓ use only the allowable supplemental materials specified in this manual; and
 - ✓ do not give or receive help from other students.
- Help maintain test security.
- Refer all student questions to the TA.
- Check restrooms before allowing students to enter to make sure they do not contain reference materials (e.g., books, notes, writing on towels or walls). This is especially important for schools where examinees are permitted to leave the testing room early.
- Retrieve additional test materials from the STC if needed during testing.
- Serve as a messenger between the TA and STC during testing, if an emergency occurs. (Monitors may leave the room for short periods of time to relay messages.)
- It is **not** permissible for a monitor to be left in charge of a test administration session.

LEGAL REQUIREMENTS FOR TEST SECURITY

S.C. Code Ann. § 59-30-10 (i) (1990) requires the State Board of Education, through the State Department of Education, to provide for the security and integrity of the tests that are administered under the assessment program.

S.C. Code Ann. § 59-1-445 (Supp. 2002) addresses violations of mandatory test security regulations and procedures, penalties, and investigations. The following is an excerpt from this section:

- (1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:
 - (a) Give examinees access to test questions prior to testing;
 - (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
 - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
 - (d) Make answer keys available to examinees;
 - (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;
 - (f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

- (2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the State Department of Education.

The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the State Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

STATE BOARD REGULATIONS

S.C. Code Ann. § 59-1-447 (1990) requires the State Board of Education to establish detailed mandatory test security procedures by regulation.

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 24 S.C. Code Ann. Regs. 43-100 (Supp. 2003), are reprinted below:

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
 - A. The statewide tests, as defined in the State Board of Education Regulation 43-262, including field tests and pilot tests;
 - B. Examinations for admission to teacher education programs and teacher certification examinations;
 - C. Examinations for admission to programs such as the gifted and talented program;
 - D. The High School Equivalency Program test (GED).
- II. As used in this regulation, “local school board” means the governing board of a public school district as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.
- III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of the materials during testing and the storage of all secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location(s) in the district under lock and key. This also applies to district-owned materials that are the same as those used in any State-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, tests must be secured under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the State Department of Education (SDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.
- V. State-owned test materials and district-owned materials that are the same as those utilized in any State-mandated testing program must not be used for census testing in the grades included in the State-mandated program(s) except on testing dates specified by the State Department of Education.
- VI. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SDE.

- VII. A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction;
- B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.
- VIII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the High School Equivalency Program test (GED) forfeits all opportunities to retake the test(s).
- IX. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. § 59-1-445 (1990). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- X. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
 - A. Failing to administer tests on the test dates specified by the SDE.
 - B. Failing to maintain an appropriate testing environment, free from undue distractions.
 - C. Failing to proctor the test to ensure that examinees are engaged in appropriate test taking activities.
 - D. Providing examinees with access to test questions or specific test content prior to testing.
 - E. Providing examinees with access to answer keys prior to or during testing.
 - F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question, or specific test content.
 - G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secure test.
 - H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
 - I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during, or after testing.

- J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
- K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. Not providing accommodations (to include customized test forms and modifications) as appropriate for students with Individual Education Programs or 504 plans. This includes providing more accommodations (customization, modifications) than appropriate.
- P. Excluding examinees or exempting from assessment students who should be assessed.
- Q. Failing to return test materials for all examinees.
- R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
- S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
- T. Altering test scores in electronic records or files.
- U. Failing to report a security breach.
- XI. The South Carolina Department of Education has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.
- XII. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division (SLED).
- XIII. If a security breach occurs in a district rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district by the State Department Education at the discretion of the State Board of Education.
- XIV. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credentials of an educator may be suspended or revoked based on evidence of violation of test security provisions.

